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ABSTRACT

This report outlines the Louisiana State Board of Regents' goals for higher education in the state. After summarizing the history of higher education in Louisiana, demographic and economic trends, and the role of higher education in the state, the report discusses five specific goals: (1) improving access to higher education for all citizens without regard to age, race, gender, physical condition, religion, socioeconomic status, or ethnic background through the development of a community college system and the strengthening of agency and institutional cooperation; (2) improving the quality of higher education by promoting student achievement, strengthening faculty resources, enhancing program quality, and strengthening institutional cooperation; (3) promoting economic development in the state through worker training, increased research and development, business-education cooperation, and international exchange; (4) promoting diversity by increasing the cultural awareness of students, faculty, and staff; and (5) promoting effectiveness and accountability by increasing funds for operations and maintenance, eliminating some academic programs while broadening access, and leveraging scarce resources. Three appendixes provide data on external funds generated as a result of state investments in higher education, major research centers and institutes in the state, and the estimated state general fund requirement formula for higher education funding, revised 1993. (MDM)

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The Master Plan for Higher Education

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BOARD OF REGENTS

State of Louisiana

April 1994

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The Master Plan for Higher Education

1994

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FOREWORD

In the next century, the strength of the nation and the state of Louisiana will depend upon the "skills, industriousness, quality orientation, and trained intelligence" of the workforce.[1] Strengthening state and national competitive advantage will require that business, industry, government, and higher education move toward cooperative endeavors in order to use limited resources most efficiently and effectively.

Preparing the state's workforce to compete in an emerging world economy of advanced manufacturing, farming, information, and service industries requires responsible and coordinated planning and investment on the part of government leaders, higher education officials, and members of the business community. The education and training of the citizenry is critical to achieving future economic success and preserving the principles upon which American democracy is built.

The Board of Regents has undertaken the task of developing a master plan that will carry Louisiana's higher education system into the twenty-first century. In developing the plan, the Regents has sought the involvement of key decision makers and the advice of experts from a variety of professional fields.

Nine task forces were established to investigate particular planning issues and areas of importance to higher education. The task forces were charged with reviewing these select issues and asked to offer recommendations and solutions to improve the economic, social, and educational climate of the state. Planning task force areas included Agriculture, Community Colleges, Cultural Diversity, Distance Learning, Health Sciences Education, Institutional Management, International Education, Libraries and Teacher Education. Findings and recommendations from each task force appear in various sections of this plan where appropriate.

The content of this master plan is organized within a framework that incorporates five broad goals endorsed by the Board of Regents.

1. Improving access to higher education for the citizens of Louisiana
2. Promoting high quality programs and academic excellence
3. Strengthening economic development in Louisiana
4. Acknowledging the importance of diversity on both individual and institutional levels
5. Improving effectiveness and accountability in higher education

These broad goals and the specific objectives that they encompass are intended to guide higher education and the state as a whole toward success in the 1990s and beyond.

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[1]Lester Thurow, "Planning for the New World Economy", Planning for Higher Education, Volume 20, Fall 1991:20.

CHAPTER I

GOALS AND OBJECTIVES

The Preamble to Article VIII of the Louisiana Constitution of 1974 states: "The goal of the public educational system is to provide learning environments and experiences, at all stages of human development, that are humane, just, and designed to promote excellence in order that every individual may be afforded an equal opportunity to develop to his full potential."

The Board of Regents likewise believes that the overarching goals of higher education are the development of individual intellect and character, the pursuit of wisdom through knowledge, and the improvement of the quality of life for the state's citizens. With this dedication, and with its constitutional mandate to plan for higher education in Louisiana, the Board of Regents has developed five specific goals with objectives for achieving those goals.

ACCESS

It is a goal of the Louisiana higher education system to improve access to publicly supported higher education services for all its citizens without regard to age, race, gender, physical condition, religion, socioeconomic status, or ethnic background. To achieve this goal, the Board of Regents sets three objectives.

1. Improve opportunities for high quality learning
2. Support the development of a community college system
3. Strengthen agency and institution cooperation

EXCELLENCE

It is a goal of the Louisiana higher education system to protect academic freedoms, provide education of the highest caliber, and enhance the overall quality of the state's system of higher education. To achieve this goal, the Board of Regents sets four objectives.

1. Promote student achievement
2. Strengthen faculty resources
3. Enhance program quality
4. Strengthen cooperation among institutions

ECONOMIC DEVELOPMENT

It is a goal of the Louisiana higher education system to promote and encourage the state to establish a more technologically based infrastructure, which is required in a global economy. To achieve this goal, the Board of Regents sets six objectives.

1. Determine future workforce needs
2. Provide programs to prepare Louisiana's workforce to be competitive in the future
3. Strengthen research and development to stimulate economic growth
4. Assist industries in updating technology
5. Strengthen cooperative endeavors with the Department of Economic Development
6. Develop an infrastructure to support international exchange

DIVERSITY

It is a goal of the Louisiana higher education system to provide a variety of opportunities for higher education that meet the needs of the citizens as well as the needs of the state. To achieve this goal, the Board of Regents sets three objectives.

1. Promote diversity among institutions through assignment of concise role, scope, and mission statements

2. Encourage diversity within campus communities
3. Increase cultural awareness on the part of students, faculty, and staff

EFFECTIVENESS AND ACCOUNTABILITY

It is a goal of the Louisiana higher education system to strengthen efforts to make institutions more responsive to the state's needs. This includes protecting state investments, pursuing sound educational policies, managing resources effectively, and providing services that meet the citizens' needs in the most efficient manner possible. To achieve this goal, the Board of Regents sets seven objectives.

1. Increase funding to support operations
2. Increase funding to maintain facilities
3. Be accountable to the public for higher education
4. Review and update formula funding strategies
5. Review the operation of the Board of Regents
6. Eliminate certain academic programs while broadening access
7. Leverage scarce resources

The Board of Regents adopts these goals as it endeavors to build an education system to serve Louisiana's interests in the twenty-first century.

CHAPTER II

A BRIEF HISTORY OF LOUISIANA HIGHER EDUCATION

THE NINETEENTH CENTURY

The origin of higher education in Louisiana can be traced to private institutions founded by religious organizations and philanthropic groups.

The first institution of higher learning in Louisiana was founded in 1825. It was located at Jackson, Louisiana, and was called the College of Louisiana. In 1839, the Methodist Conference of Louisiana and Mississippi founded Centenary College. It was located at Clinton, Mississippi. The College of Louisiana and Centenary College were merged under the name Centenary College of Louisiana and relocated in Jackson in 1845. In 1906, the leadership of Centenary College of Louisiana voted to move the campus to Shreveport and held classes there for the first time in 1908 on what is the current campus site.

In 1834, a group of New Orleans physicians founded the Medical College of Louisiana, the first medical school in the Deep South and Southwest. Eleven years later, the Constitutional Convention of 1845 granted a charter to establish the state's first officially recognized higher education institution. It was named the University of Louisiana, was located in New Orleans, and was incorporated into the Medical College of Louisiana in 1847. The university closed temporarily during the Civil War. Through the generosity of a wealthy New Orleans merchant named Paul Tulane, and with the concurrence of the state legislature, it reopened its doors in 1884. The University of Louisiana was reorganized as an independent institution at this time and renamed Tulane University of Louisiana.

The origins of Louisiana College, founded and owned by the Louisiana Baptist Convention, can be traced to the 1850s. In 1852, the North Louisiana Baptist Convention founded Mt. Lebanon University as an all male college in Bienville Parish. A few years later, Keatchie Female College, located in DeSoto Parish, was founded by the Grand Cane Association of Baptist Churches. Both institutions were under the control of the State Baptist Convention by 1899. By 1906, the Louisiana Baptist Convention decided to close Mt. Lebanon and Keatchie and establish Louisiana College in Pineville.

The roots of one other independent Louisiana institution still in operation today can also be traced to the nineteenth century. In 1869, the Methodist Episcopal Church established Union Normal School and the Congregational Church founded Straight University, both in New Orleans and both for the education of blacks. In subsequent years, Union Normal School was renamed New Orleans University and Straight University was renamed Straight College. In 1930, New Orleans University and Straight College merged to form Dillard University in New Orleans.

Two more private institutions for the education of blacks were established around this time and continued operation into the twentieth century. One institution, Leland College in New Orleans, was founded in 1869; it was destroyed by a hurricane in 1915. In 1923, Leland reopened in Baker, Louisiana, where it remained in operation until its closure in 1960. Coleman College was founded in Gibsland, Louisiana, in 1890 and remained in operation until it closed in 1929.

The state legislature first took steps to establish and support a public university in 1855. In that year, the legislature authorized the Louisiana State Seminary of Learning and Military Science located at Pineville, Louisiana. The first class was welcomed in 1860 by William Tecumseh Sherman, its superintendent. The Louisiana Seminary of Learning and Military Science closed the following year when most of its students enlisted in the Confederate Army and Sherman returned north. In 1865, the seminary reopened under the leadership of David French Boyd. The institution was relocated in 1869 to Baton Rouge and renamed Louisiana State University. In 1874, pursuant to the Morrill Land Grant Act of 1862, the legislature established Louisiana State Agricultural and Mechanical College in New Orleans. By an act of the 1876 legislature, these two institutions merged to form the Louisiana State University and Agricultural and Mechanical College located in Baton Rouge.

Between 1880 and the turn of the century, the Louisiana legislature chartered four more public colleges and provided for an agricultural research enterprise under the jurisdiction of Louisiana State University. The first of these colleges was Southern University, a school for black students established in 1880 in New Orleans. In 1890, the United States Congress passed the Second Morrill Act, and two years later Southern University was recognized by the federal government as a land grant institution. In 1912, the Louisiana legislature authorized the closing and reestablishment of the university on a new site. The New Orleans campus was closed in 1914 and, in the same year, Southern University was opened on its present campus in Scotlandville, Louisiana.

The legislature chartered the Louisiana Normal School at Natchitoches in 1884. The Normal School offered two-year courses of study for the training of teachers. Baccalaureate programs in teacher education were initiated in 1918. In 1884, the legislature also passed an act authorizing the establishment of the Louisiana State University Agricultural Experiment Station. The station was organized at Baton Rouge in 1886 and in 1887 became eligible to receive federal funds under the Hatch Act of 1887.

The Industrial Institute and College of Louisiana located in Ruston was created by the legislature in 1894. Designed to educate citizens in, among other areas, "the practical industries of the age", the institution now operates as Louisiana Tech University. The last public institution of higher learning chartered in the nineteenth century was created by an act of the 1898 legislature. The school, located in Lafayette, was called the Southwestern Louisiana Industrial Institute; it stands today as the University of Southwestern Louisiana.

THE TWENTIETH CENTURY

In the early years of the twentieth century there were four major higher education developments in Louisiana, including the creation of Grambling College as a private industrial school for black citizens in 1901, Louisiana State University's addition of a law school in 1906, the establishment of the Louisiana State University Graduate School in 1909, and the transfer of Grambling College to a public training school governed by the Lincoln Parish School Board in 1918.

Between 1900 and 1920, four independent institutions were established. In 1910, the legislature authorized St. Mary's Dominican College, a Catholic liberal arts and sciences college for women in New Orleans, which remained in existence until 1984. Two years later, Loyola University received its charter from the legislature in 1912. In 1915, the Sisters of the Blessed Sacrament, a Catholic religious community dedicated to the education of American minorities, founded Xavier University which was recognized by the legislature in 1917.

The last independent institution founded prior to 1920 was established by the Marianites of Holy Cross, a Catholic order of sisters, and later became Our Lady of Holy Cross College. Since 1916 no additional regionally accredited, independent institutions of higher learning have been established in Louisiana.

During the 1920s, the expansion of higher education in Louisiana shifted to the public sector. A constitutional convention was called in 1921 for the purpose of rewriting the fundamental laws of Louisiana. The constitution restructured the governance of public higher education by creating two governing boards for Louisiana's state colleges and universities--the State Board of Education and the Louisiana State University Board of Supervisors. Also in 1921, the legislature authorized the expansion of two institutions to senior college status: the Louisiana Industrial Institute at Ruston became Louisiana Polytechnic Institute and Southwestern Louisiana Industrial Institute at Lafayette became Southwestern Louisiana Institute of Liberal and Technical Learning. The legislature made Southern University a four-year institution in 1922.

In the 1920s, local governmental units also became involved in the expansion of public higher education. In 1921, the City of New Orleans opened a vocational trade school which eventually became Delgado Community College. The property owners in Tangipahoa Parish opened Hammond Junior College in 1925, which later became Southeastern Louisiana University. In 1928, Grambling College became a state junior college and was transferred from the Lincoln Parish School Board to the State Board of Education.

The expansion of higher education in Louisiana during the 1930s involved two-year schools with the exception of the creation of the Louisiana State University Medical Center in 1931. Ouachita Parish Junior College opened under the Ouachita Parish School Board in 1931 and became a branch of Louisiana State

University in 1934. In 1936, Grambling College was reorganized to offer rural teacher education programs, and in 1937 Southeastern Louisiana College extended its curriculum to four years. In 1939, McNeese State University was founded as Lake Charles Junior College, a division of Louisiana State University. In that same year the Louisiana State University branch institution, Ouachita Parish Junior College, had its name changed to Northeast Junior College of Louisiana State University.

Before U.S. involvement in World War II, two changes were made in existing institutions: Grambling College began offering a four-year curriculum, and Lake Charles Junior College became John McNeese Junior College. In 1944, Louisiana State Normal College was renamed Northwestern State College of Louisiana.

After the war, two notable steps occurred in the development of higher education in Louisiana: Francis T. Nicholls Junior College of Louisiana State University opened in Thibodaux, and Southern University established its law school.

Louisiana substantially reorganized and expanded its higher education system in the 1950s. Two institutions became four-year schools, were given new names, and were shifted from Louisiana State University governance to the State Board of Education. These schools were McNeese State College and Northeast Louisiana State College.

The year 1956 was an unusually active year in Louisiana higher education circles. In that year, Francis T. Nicholls Junior College became Francis T. Nicholls State College, a four-year institution, and its governance was transferred to the State Board of Education. Additionally, two public colleges were authorized for construction in New Orleans: the New Orleans branch of Louisiana State University and the New Orleans branch of Southern University. In 1959, the Louisiana legislature authorized the establishment of Louisiana State University at Alexandria. The University of Southwestern Louisiana received its present name in 1960.

The legislature authorized the creation of three new schools in 1964: Louisiana State University at Eunice, Louisiana State University at Shreveport, and Southern University at Shreveport/Bossier City. The Louisiana State University School of Medicine in Shreveport and the School of Dentistry in New Orleans were authorized in 1966. Also in 1966, the legislature authorized the establishment of pilot programs in Bossier and St. Bernard Parishes to offer 13th and 14th grade courses under the governance of local school boards. In 1968, the School of Veterinary Medicine at Louisiana State University was authorized by the legislature.

Six colleges were designated by the legislature as universities in 1970: Louisiana Tech University, McNeese State University, Nicholls State University, Northeast Louisiana University, Northwestern State University of Louisiana, and Southeastern Louisiana University. Delgado Junior College was placed under the State Board of Education in that same year. Louisiana State University at Shreveport acquired four-year status in 1972, and the Louisiana State University Board of Supervisors created an autonomous new element, the Center for Agricultural Sciences and Rural Development. The Center has administrative control over Louisiana State University's Cooperative Extension Service and the Louisiana Agricultural Experiment Stations. In 1974, Grambling State College was redesignated Grambling State University, and Louisiana State University at New Orleans was renamed the University of New Orleans.

A significant occurrence in higher education was the reorganization of the governance structure through the constitutional creation in 1974 of one statewide planning, coordinating and policy board--the Board of Regents--and three management boards: the Board of Trustees for State Colleges and Universities, the Louisiana State University Board of Supervisors, and the Southern University Board of Supervisors.

A new dimension was added to Louisiana's higher education system in 1976 when Confederate Memorial Hospital, located in Shreveport, was transferred from the State Bureau of Hospitals to the Louisiana State University Medical Center. The name of the hospital was changed to the Louisiana State University Hospital in 1978, reflecting the hospital's reorientation from an institution committed only to the delivery of medical care to the indigent to a full-fledged teaching hospital.

In 1978, with the approval of the Board of Regents, the Louisiana State University Board of Supervisors created the Louisiana State University Paul M. Hebert Law Center as an autonomous unit separate from Louisiana State University and Agricultural and Mechanical College.

The Louisiana Universities Marine Consortium (LUMCON) was authorized by the Louisiana legislature in Act 557 of 1979 upon the recommendation of the Board of Regents to promote and conduct research and education in the marine sciences and marine technology, especially that related to coastal resources. By 1987, the marine center, located in Cocodrie, Louisiana, was completed and today provides modern, shared use facilities for research and education.

Finally, in 1992, the legislature authorized the merger of Elaine P. Nunez Vocational-Technical Institute with St. Bernard Parish Community College. The institution was renamed the Elaine P. Nunez Community College and placed under the jurisdiction of the Board of Trustees for State Colleges and Universities.

At present, the higher education community in Louisiana is composed of twenty-eight institutions or units. (See Figure 2-1.) Twenty-one are in the public sector while seven are in the private sector. One management board in the public sector, the Board of Trustees for State Colleges and Universities, governs ten units: Delgado Community College, Elaine P. Nunez Community College, Grambling State University, Louisiana Tech University, McNeese State University, Nicholls State University, Northeast Louisiana University, Northwestern State University, Southeastern Louisiana University, and the University of Southwestern Louisiana. A second management board, the Louisiana State University Board of Supervisors, governs eight units: Louisiana State University at Alexandria, Louisiana State University and Agricultural and Mechanical College at Baton Rouge, Louisiana State University at Eunice, Louisiana State University Paul M. Hebert Law Center, the Louisiana State University Agricultural Center, the Louisiana State University Medical Center, Louisiana State University at Shreveport, and the University of New Orleans. The Southern University Board of Supervisors governs three units: Southern University and Agricultural and Mechanical College at Baton Rouge, Southern University at New Orleans, and Southern University at Shreveport/Bossier City. There are seven regionally-accredited, independent institutions. They are Centenary College, Dillard University, Louisiana College, Loyola University, Our Lady of Holy Cross College, Tulane University of Louisiana, and Xavier University of Louisiana.

FIGURE 2-1

LOUISIANA HIGHER EDUCATION INSTITUTIONS

■ INDEPENDENT INSTITUTIONS

1. Centenary College
2. Dillard University
3. Louisiana College
4. Loyola University
5. Our Lady of Holy Cross College
6. Tulane University
7. Xavier University

● PUBLIC INSTITUTIONS

1. Delgado Community College
2. Elaine P. Nunez Community College
3. Grambling State University
4. LSU Agricultural Center
5. LSU at Baton Rouge
6. LSU at Alexandria
7. LSU at Eunice
8. LSU Paul M. Hebert Law Center
9. LSU Medical Center at New Orleans
10. LSU Medical Center at Shreveport
11. LSU at Shreveport
12. Louisiana Tech University
13. McNeese State University
14. Nicholls State University
15. Northeast Louisiana University
16. Northwestern State University
17. Southeastern Louisiana University
18. SU at Baton Rouge
19. SU at New Orleans
20. SU at Shreveport/Bossier City
21. University of New Orleans
22. University of Southwestern Louisiana

CHAPTER III

PLANNING ENVIRONMENT

Statewide higher education planning requires a review of recent and expected demographic, economic, and technological changes. Higher education must respond to the changing socioeconomic environment by taking advantage of these changes when and where possible. As the Board of Regents plans for higher education during the balance of the century, a review of Louisiana's population, its economy, and its employment is necessary.

GENERAL POPULATION PROFILE

According to the United States Census, Louisiana's population was 4,205,900 in 1980. The 1990 census reported a total of 4,219,973 people residing in the state. This reflects a minuscule increase of only 14,073 persons (0.3 percent) throughout the decade. Researchers at the University of New Orleans estimate the natural increase in the population (births minus deaths) during the ten years between 1980 and 1990 totaled 427,155 persons.[2] The small increase reported in the census figures, therefore, indicates a substantial out-migration of population from Louisiana during the 1980s. The recession in general and the depression in Louisiana's "oilpatch" contributed heavily to the out-migration of the 1980s.

However, not all areas within the state lost population. In fact, the populations of St. Tammany and St. John parishes, considered by some to be bedroom communities of the New Orleans metropolitan area, actually increased between 20 and 30 percent during the decade. Census data also indicate that the populations of Livingston, Ascension (Baton Rouge metropolitan area), St. Charles (New Orleans metropolitan area), and Vernon (Fort Polk army base) parishes grew between 10 and 20 percent during the 1980s. Areas that lost population in the 1980s are the predominantly rural parishes in the northern half of the state and those serving the oil, gas, and related industries in the southwest.

Table 3-1 provides a snapshot of general characteristics concerning Louisiana's population in both 1980 and 1990. The data in Table 3-1 indicate the following:

- As in the United States generally, Louisiana's population is getting older.
- The number of females increased more rapidly than males.
- Louisiana's population is becoming slightly more racially diverse.

These trends are projected to continue. Louisiana's population is expected to continue to age, to become slightly more female, and to become racially more diverse. These trends are important when considering the types of services offered by higher education as well as the means by which they will be delivered.

POPULATION TRENDS AND HIGHER EDUCATION ENROLLMENT

Of major significance to higher education are changes in population age cohorts. This is particularly true of 17 to 23 year olds. While much has been written concerning the "non-traditional" student in higher education, 17 to 23 year olds–the traditional college-age students–continue to represent the largest single cohort served by the state's higher education system. Recent high school graduates remain the number one source for new full-time undergraduate students at state colleges and universities. In fact, 78 percent of the state's full-time undergraduate enrollment in 1992-93 was in the 17 to 23 age category.

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[2] An Overview of the Economics of the State of Louisiana and Its Metropolitan Areas, Timothy P. Ryan, Division of Business and Economic Research, University of New Orleans, April 1991.

TABLE 3-1

LOUISIANA POPULATION SNAPSHOT

ITEM	1980	1990
Median Age (Years)	27.4	31.0
Median Family Income*	$17,822	$26,313
Percent Male	48.5	48.1
Percent Female	51.5	51.9
Percent White	69.2	67.3
Percent Black	29.4	30.8
Percent Amer Ind/Eskimo/Aleut	0.3	0.4
Percent Asian/Pac Islander	0.6	1.0
Percent Age 65 Years and Older	9.6	11.1
Percent Rural	31.3	31.9

*Median family income figures are for 1979 and 1989.

Source: United States Census Bureau.

Overall, the percentage of the Louisiana population over age 25 that possesses at least a high school diploma has risen from 57.7 percent in 1980 to 68.3 percent in 1990. Chart 3-1 depicts the annual number of high school graduates in Louisiana over the past ten years and the projected number of graduates through the year 2003. As the data in Chart 3-1 indicate, slight increases in the number of high school graduates are projected through the end of the decade. The racial composition of high school graduates is expected to remain relatively stable although the number of black graduates is projected to increase slightly through the remainder of the decade. The number of female high school graduates is projected to continue to outpace the number of male graduates.

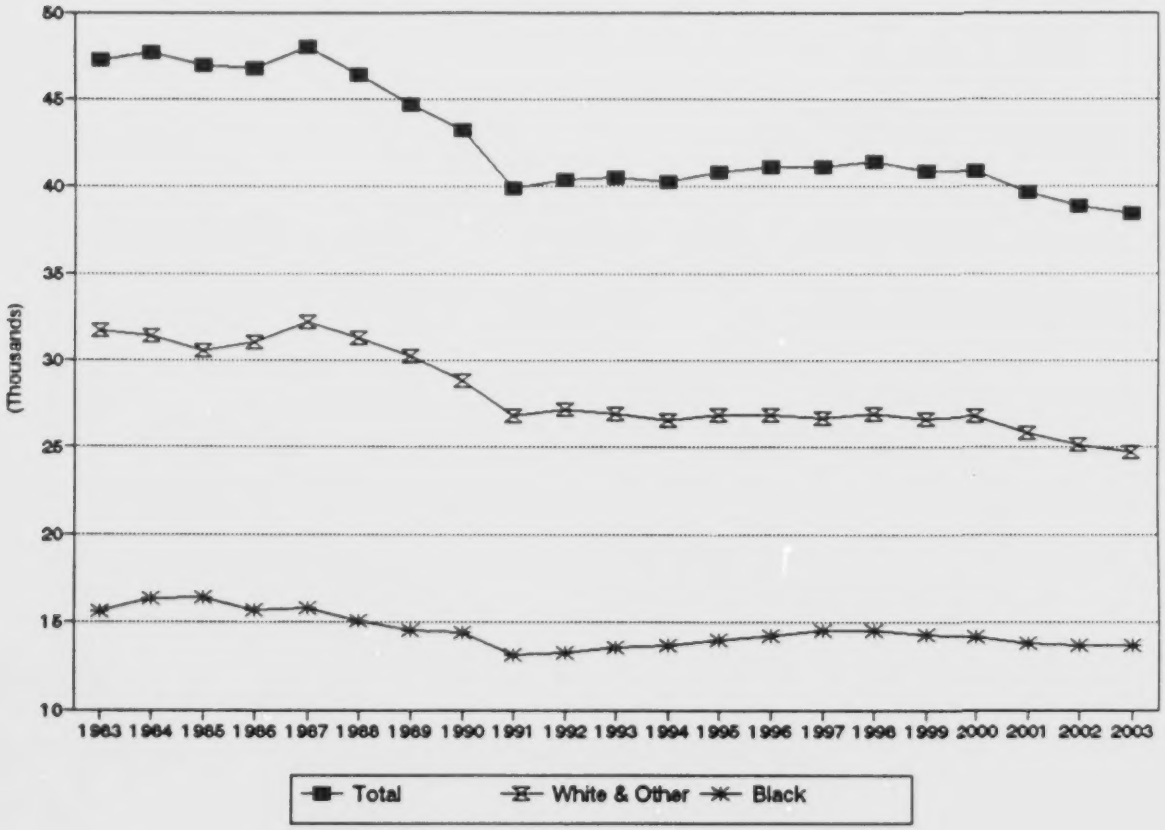
Higher education can expect to continue to see some enrollment increases through the end of the decade with the mix of students remaining relatively constant. This conclusion is based not only on birth rates, high school graduation rates, and age cohort data, but also on actual postsecondary enrollment trends which show that enrollment has been growing since the mid 1980s at both graduate and undergraduate levels. (See Chart 3-2.) Demographic trends, coupled with the growing recognition that most new jobs require some postsecondary skills and training indicate continued enrollment growth through the end of the decade.

STATE EMPLOYMENT AND ECONOMIC TRENDS

In 1990, there were approximately 1.6 million non-agricultural jobs in Louisiana. This figure was about 1.0 percent higher than in 1980. According to some economists, wage and salary employment figures represent the best measure of a state's economic health. As Table 3-2 indicates, a number of jobs were lost in a variety of employment sectors in the 1980s, while service and retail trade industries experienced sizable employment growth during that decade. Most service sector employment growth was in health and business services.

CHART 3-1

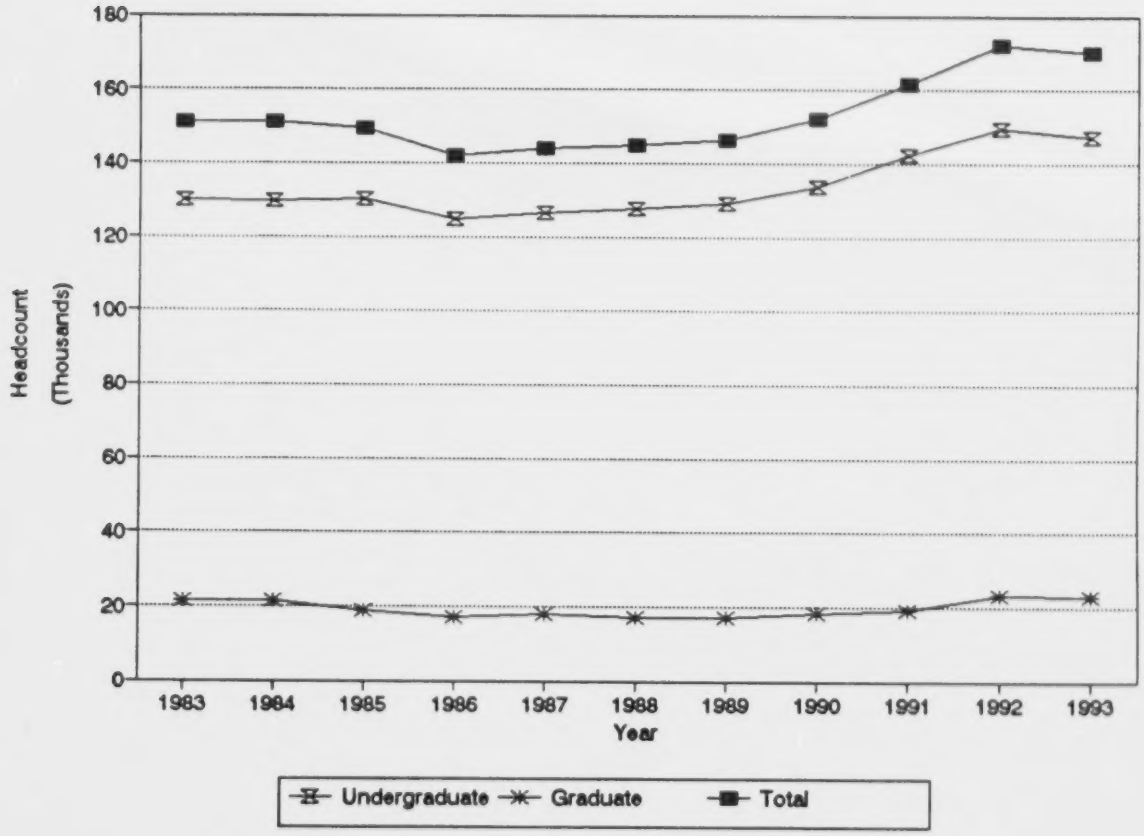
HIGH SCHOOL GRADUATES
ACTUAL 1983-1992
PROJECTED 1993-2003



Source: Louisiana Board of Regents.

CHART 3-2

HEADCOUNT ENROLLMENT
LOUISIANA PUBLIC INSTITUTIONS, 1980-92



Source: Louisiana Board of Regents, Student Profile System (UGGR).

TABLE 3-2

NON-AGRICULTURAL EMPLOYMENT
STATE OF LOUISIANA

NON-AGRICULTURAL EMPLOYMENT	1980	1990	PROJECTED* 1995
Total	1,578,933	1,593,817	1,867,300
Mining	89,425	55,500	64,500
Construction	138,575	91,592	112,400
Manufacturing	214,258	183,625	177,900
Durable Goods	103,750	81,892	81,300
Non-Durable Goods	110,508	101,733	96,600
Transp/Commun/Utilities	126,892	110,817	121,000
Whole/Retail Trade	359,325	370,717	422,600
Wholesale Trade	102,275	85,275	86,000
Retail Trade	257,050	285,442	336,600
Finance/Insur/Real Estate	74,958	78,750	129,900
Services	274,733	374,175	531,100
Government	300,767	328,642	307,900
Federal (Civilian)	35,558	38,817	36,300
State and Local	265,208	289,825	271,600
Unemployment	121,008	117,008	N/A

*Projections provided by the Center for Business and Economic Research, Northeast Louisiana University.

Source: University of New Orleans, Division of Business and Economic Research, April 1991.

There are several major differences in the composition of Louisiana's employment base compared to the nation's. Figures from the Division of Business and Economic Research at the University of New Orleans indicate that nationally, only 0.7 percent of total employment is in mining compared to 3.5 percent in Louisiana. Nationally, governmental employment represents about 14.1 percent of total employment. In Louisiana, 18.3 percent of employed persons work in governmental service. The next major difference in the state's employment base compared to the nation's is found in manufacturing employment. Across the United States, 17.1 percent of total employment is in manufacturing compared to 11.5 percent in Louisiana.

Median family income in Louisiana increased almost 48 percent between 1980 and 1990 to reach $26,313. While this increase is significant, median family income in Louisiana is still substantially below the national figure of $35,225. Among the 15 Southern Regional Education Board (SREB) states, Louisiana is ranked 12th in median family income. Furthermore, the United States Census Bureau estimates that almost 24 percent of Louisiana's residents live below the poverty level, compared to just over 13 percent nationwide. Louisiana has the second highest poverty rate among the 15 SREB states.

Louisiana's economy is recovering from the oil bust of the 1980s. Overall, the economic outlook should be viewed optimistically but cautiously. Improved employment rates, gains in personal income, and the recession and its effects in other regions of the country should help slow the out-migration of Louisiana's population. Job growth is expected to be most pronounced in areas with strong ties to petrochemical industries and state government.[3]

Publicly supported higher education also contributes in many ways to the economic and social well being of the state. But the kind of contributions colleges and universities can make is dependent upon the resources that the state and its economy provide. Because of the changing nature of the economy, expectations among business and governmental leaders about the role of higher education in promoting economic growth remain high.

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[3]The Louisiana Economic Outlook: 1991 and 1992, Loren Scott, et. al., College of Business Administration, Louisiana State University, October 1990.

CHAPTER IV

ROLE, SCOPE, AND MISSION OF LOUISIANA'S INSTITUTIONS OF HIGHER EDUCATION

Attaining the goals and objectives outlined in Chapter I requires a comprehensive, well-organized system of higher education with institutions contributing in both general and specific ways through uniquely defined roles. For this reason, the Board of Regents, in consultation with the management boards and the individual institutions, has established role, scope, and mission statements for each of Louisiana's public colleges and universities.

THE NEED FOR DIFFERENTIATION

Because of persistent and continuing financial problems, Louisiana is not able to provide each institution with sufficient resources to meet every higher educational need of every Louisiana citizen. Consequently, in order to dedicate scarce resources to meeting the most pressing higher education needs, tough choices must be made with respect to allocating these available resources. These choices were made with an emphasis on the importance of maintaining excellence and diversity among Louisiana higher education institutions. The Regents believe that each institution must contribute its unique strengths to a system of institutions that together meet the higher education needs of both the state collectively and its citizens individually.

From the Regents' perspective, each institution occupies a specific niche in the higher education system. Although two institutions may appear to be similar because they serve similar roles, they may serve different regions of the state, each of which has its own character and its own educational needs. While some institutions have larger enrollments than others and some offer a wider variety of degree programs, neither quality nor excellence in education is measured by the number of programs offered or the size of the faculty. The Board of Regents requires all institutions to offer a basic core of academic programs; but beyond that basic offering, it is critical that each institution develop to the fullest its particular strengths, which have been designed to meet the specific needs of the students it serves. This process of developing institutions with distinct functions is called differentiation.

Among organizations that support the concept of differentiation is SREB. The SREB is a 15-state regional compact designed to share educational programs, data, and facilities to the benefit of all its member states in the Southeast/Mid-Atlantic region of the United States. As part of its activities, SREB categorizes institutions of higher learning in the region. The SREB classification system illustrates the distinctions among Louisiana's institutions of higher education and clarifies differentiation of functions.

According to SREB, categories are not designed to create a hierarchy of institutions or to rank institutions based on prestige. Differences in numbers of degrees, types of degrees, breadth of program offerings in which degrees are granted, and concentration of degrees are the factors upon which SREB categories of institutions are based.

The definitions of institutional groups in SREB have recently been changed. The new definitions for classification are shown below.

FOUR-YEAR

Category	Definition
Four-Year I	Institutions awarding at least 100 doctoral degrees annually which are distributed among at least 10 CIP categories (2-digit classification) with no more than 50 percent of the doctorates in any one category.
Four-Year II	Institutions awarding at least 30 doctoral degrees annually, which are distributed among at least 5 CIP categories (2-digit classification).

Four-Year III	Institutions awarding at least 100 master's, education specialist, post-master's or doctoral degrees; with master's, education specialist, and post-master's degrees distributed annually among at least 10 CIP categories (2-digit classification).
Four-Year IV	Institutions awarding at least 30 master's, education specialist, post-master's or doctoral degrees; with master's, education specialist, and post-master's degrees distributed annually among at least 5 CIP categories (2-digit classification).
Four-Year V	Institutions awarding at least 30 master's, education specialist, post-master's or doctoral degrees annually.
Four-Year VI	Institutions awarding fewer than 30 master's, education specialist, post-master's or doctoral degrees annually.

TWO-YEAR

Category	Definition
Two-Year I	Institutions awarding associate degrees and offering college transfer courses; some certificates and diplomas may also be awarded.
Two-Year II	Institutions awarding vocational-technical certificates and diplomas; some vocational-technical associate degrees may also be awarded.

SPECIALIZED

Category	Definition
Specialized	Special purpose institutions with specialized degree programs. These may include medical or health science centers and, in some instances, stand-alone law schools, fine arts schools, or engineering schools, etc.

The SREB classification system is an appropriate model for comparing institutions. However, it is designed primarily for comparing similar institutions among states, not within states. The SREB classification of Louisiana's public institutions of higher education is as follows:

SREB CLASSIFICATION	LOUISIANA PUBLIC INSTITUTIONS OF HIGHER EDUCATION
Four-Year I	Louisiana State University and Agricultural and Mechanical College
Four-Year II	University of Southwestern Louisiana
Four-Year III	Louisiana Tech University Northeast Louisiana University Southern University and Agricultural and Mechanical College University of New Orleans
Four-Year IV	Grambling State University McNeese State University Northwestern State University Southeastern Louisiana University

Four-Year V	Nicholls State University Louisiana State University at Shreveport Southern University at New Orleans
Two-Year I	Delgado Community College Elaine P. Nunez Community College Louisiana State University at Alexandria Louisiana State University at Eunice Southern University at Shreveport/Bossier City
Specialized	Louisiana State University Agricultural Center Louisiana State University Paul M. Hebert Law Center Louisiana State University Medical Center

The fact that Louisiana's public institutions of higher education are not distributed evenly throughout the classification is not necessarily an indication of a lack of diversity in the overall system. In fact, institutions within a category can vary in many ways.

The Board of Regents is committed to the continuing development of a balanced statewide system of higher education in which each institution develops in accordance with clearly defined roles and functions. While the basic framework for such a balanced system exists in Louisiana, additional community colleges are needed, specific educational programs and services in different locations in the state are needed, and further differentiation of institutions, particularly proximate institutions, is needed. Some of the actions recommended by the Board of Regents concerning a community college system, the establishment of additional educational consortia, and the management of delivery of instructional programs through advanced telecommunications systems can add balance, allowing the higher education community to respond better to the various needs of the state and its citizenry. (See Chapters V and VI.)

ECONOMIC CONSIDERATIONS

All indications from both the national and state levels are that the remainder of the 1990s will be a time of diminishing higher education budgets, a time in which higher education must learn "to do more with less" and be highly accountable for the financial resources it receives from federal and state sources. A good example of this trend is contained in the December 1992 report of the President's Council of Advisors on Science and Technology.

> The cross-pressure of expanding opportunities and constrained resources poses a risk for the United States: spreading its resources too thinly across its array of highly trained investigators and research-intensive universities. Most of our research-intensive universities aspire to excel in all or most areas of scholarship and education. As worthy as those aspirations might seem, they are likely to be ill-advised. They cannot be fully realized in an era of significantly constrained resources.

Unfortunately, higher education in Louisiana has had to face diminishing budgets and increasingly constrained resources for the past ten years, having suffered some fourteen budget cuts, many during mid-year, throughout this period. For example, the 1992-93 higher education state budget was only 9.1 percent larger than the 1989-90 budget even though mandated cost increases and dedicated appropriations increases between 1989-90 and 1992-93 amounted to 12.9 percent of the 1992-93 budget. Additionally, there were 13.9 percent more full-time equivalent students enrolled in Louisiana's public colleges and universities in 1992-93 than there were in 1989-90. Because of this long-term budget pressure, many of the obvious ways to economize on higher education operations have already been implemented in Louisiana.

In fact, there is a real question about whether or not these ten years of budget cuts have affected the quality of the educational programs offered by Louisiana's public colleges and universities. Academic program reviews conducted for the Board of Regents by out-of-state experts during recent years uniformly report insufficient funds available to the programs reviewed. Because of the state's continuing financial problems,

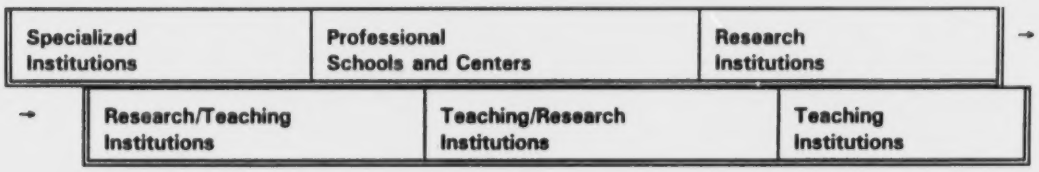
this resource deprivation shows no sign of abatement; however, insufficient funding essentially guarantees that strong programs will become weak and weak programs will become weaker.

In view of the financial outlook for both the state and the nation over the remainder of this century, there appears to be little hope for a significant new infusion of funds into Louisiana higher education. Hence, it would appear that in order to provide the citizens of Louisiana with programs of quality which are adequately funded, Louisiana higher education must reduce the number of academic programs offered by its institutions. Institutions must focus their available resources on those programs that are within their role, scope, and mission and are in the greatest demand by students. Therefore, the role, scope, and mission statements for each institution should clearly state the professional and graduate areas upon which the institution should focus its resources.

EDUCATIONAL CONSIDERATIONS

As indicated earlier in this chapter, Louisiana does not have a balanced system of higher education although many of the necessary elements for such a system exist. In order to move toward balance, it will be necessary to define more sharply the role, scope, and missions of the institutions of higher education in the state. Since rigorous role, scope, and mission statements can limit the range of academic programs an institution offers, these statements must be based on the state's need for graduates in certain academic programs, on student interest in these programs, and on geographical access to programs in demand. The most cost effective means of providing those programs must also be considered, as must the faculty expertise that exists at each of the state's colleges and universities.

Role, scope, and mission assignments can be used to balance the state's higher education system by matching the needs of the state, the area, and the students to the offerings of institutions. The stigma of permanently labeling higher education institutions according to their role, scope, and mission can be avoided if institutions are placed on a teaching and research continuum:



"Specialized Institutions" are the Louisiana State University Agricultural Center, the Louisiana Universities Marine Consortium, and the Pennington Biomedical Research Center. The "Professional Schools and Centers" are the Louisiana State University Paul M. Hebert Law Center, the Louisiana State University Medical Center, the Louisiana State University and A&M College School of Veterinary Medicine, and the Southern University Law Center. The only "Research Institution" in Louisiana is Louisiana State University and A&M College. Under the "Research/Teaching" area would be Louisiana Tech University, the University of New Orleans, and the University of Southwestern Louisiana, while the "Teaching/Research" area would contain Grambling State University, Louisiana State University at Shreveport, McNeese State University, Nicholls State University, Northeast Louisiana University, Northwestern State University, Southeastern Louisiana University, Southern University and A&M College, and Southern University at New Orleans. Southern University and A&M College, Northeast Louisiana University, and Grambling State University would be somewhat closer to the "Research/Teaching" side of the continuum than are the other institutions in this category, and Southern University at New Orleans would be closer to the "Teaching" side. The "Teaching Institutions" are the two-year institutions: Delgado Community College, Elaine P. Nunez Community College, Louisiana State University at Alexandria, Louisiana State University at Eunice, and Southern University at Shreveport/Bossier City.

Placing institutions on such a "mission continuum" does not imply a hierarchial arrangement but merely identifies them according to their assigned role, scope, and mission. Obviously, over long periods of time, there can be (and probably should be) movement along this continuum as institutions adjust their missions to meet the needs of their service region, the state, and the nation, coupled with the demands of their students and the institution's available resources.

ROLE, SCOPE, AND MISSION STATEMENTS FOR LOUISIANA'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION

The Board of Regents adopts a statement of role, scope, and mission for each public institution of higher learning with the understanding that (1) higher education in Louisiana has suffered through ten years of below average funding and this situation is likely to continue through the remainder of the twentieth century, (2) Louisiana's system of higher education is not properly balanced, (3) educational access must be preserved commensurate with state needs and institutional resources, (4) institutional diversity must be maintained, and (5) the state's higher education system must be further refined and focused.

The Board will be guided by these role statements as it makes the difficult decisions necessary to meet its constitutional obligations to the state, its citizens, and the higher education community. Academic programs, research, and related activities that fall outside the parameters of the role, scope, and mission statement should not be considered by an institution except in the most extraordinary circumstances.

Of special importance is the Board of Regents' approach to new academic programs at the doctoral level. The Board of Regents will be rigorously selective in approving new doctoral programs on public campuses. There are several reasons for this position. First, even under optimal circumstances, doctoral programs should always be concentrated at a few public campuses. These programs are automatically stronger and of higher quality when they are reinforced by the faculty, curricula, library resources, and equipment of other doctoral programs on campus. Secondly, in doctoral education, "students should go to the program" rather than the reverse. Unlike baccalaureate education, and in some cases, programs at the master's level, only under rare circumstances should multiple doctoral programs be justified because they serve different geographical locations within the state. These programs are more properly viewed as statewide, national, and international resources. Thirdly, doctoral education is inherently expensive. Each program requires faculty with national and international reputations. Library holdings and equipment must be constantly updated to reflect the cutting-edge knowledge of the discipline.

In reviewing proposals for new doctoral programs, the Board of Regents recognizes that for the foreseeable future funds will be woefully inadequate to maintain existing academic programs properly on all levels. New doctoral programs will necessarily place additional long-range demands on campus and state resources. Therefore, the Board of Regents will approve proposals for new doctoral programs only under extraordinary circumstances where arguments for need are overwhelmingly persuasive.

As used in the following role, scope, and mission statements, the term "sciences" means the biological, mathematical, physical, and social sciences. The term "humanities" encompasses the disciplines of English, foreign languages, history, philosophy, and religion.

LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE

Louisiana State University and Agricultural and Mechanical College (LSU), a member of the Louisiana State University System, is categorized by SREB as a Four-Year I University and by the Carnegie Foundation as a Research University I. As the state's only comprehensive research university, LSU serves the instructional, research, and public service needs of the state, the region, and the nation. This selective admissions university serves the educational needs of Louisiana's population through strong baccalaureate programs in a broad range of subjects in the traditional arts, humanities, and sciences as well as many professional areas. LSU also offers a choice of over 200 graduate programs and maintains the state's only School of Veterinary Medicine.

LSU should continue to serve the instructional, research, and public service needs of Louisiana, the region, and the nation. The university should maintain the Middleton Library as the state's premier public university research library and as one of the top 100 research libraries in the nation. LSU's public service must continue to address the needs of Louisiana's population and meet its responsibilities as both a land grant and sea grant university.

In meeting the educational needs of the state and the nation, LSU should continue to target its resources toward programs where the student demand is greatest in the undergraduate areas of advertising,

architecture, business, education, engineering, English, history, microbiology, political science, psychology, and zoology. Additional program areas identified by the university for emphasis at the undergraduate level include agriculture, the arts and humanities, and the sciences. In its quest to build high quality undergraduate programs, the university should consider adding further admissions requirements to insure that the undergraduate students who enter the university will be of the highest caliber.

At the master's level, LSU should direct its resources into the high demand areas of business administration, education (curriculum and instruction, physical education, secondary), engineering (chemical, civil, electrical, industrial, mechanical), English, environmental science, fine arts, human ecology, journalism, landscape architecture, library science, management, music, public administration, social work, speech-language pathology, and systems science. Additional program areas identified by the university for emphasis at the master's level include agriculture, mass communications, and the sciences. New programs at the master's level should only be instituted in response to strong student demand in areas closely related to existing high demand master's programs on campus. Any request for a new master's program that is duplicated at a proximate institution should not be made unless there is long-term, ongoing demand for graduates of such a program and the existing nearby program cannot expand to meet the demand. In such a case, a program that is closely linked to the existing one and that will share its resources must be proposed.

As the state's premier research university, LSU should continue to offer, within available resources, a wide selection of doctoral programs in agriculture, the arts and humanities, business, engineering, the biological/physical/social sciences, and other selected areas. As the institution with the only veterinary school in the state, LSU should continue to place emphasis on this program.

Requests for new doctoral programs should be made only after carefully considering whether there will be continuing student demand for the proposed program, whether it will duplicate existing programs within the state, whether it will be financially viable, and whether the proposed new program will fit into and complement the university's existing doctoral programs. Requests for new doctoral level programs that move the institution into new or different emphasis areas, while not prohibited, are strongly discouraged except in the most extraordinary circumstances.

If a limited need exists for doctoral level or even master's level programs in an area of the state where such a program is not available from the local college or university, but it is offered on the campus of LSU, alternate delivery systems for providing these graduate level services should be investigated by LSU. Such alternate delivery systems will allow the need for graduate level education to be met by well established programs without creating new programs in response to limited student demand.

Instruction, research, and public service that benefit Louisiana, the region, and the nation must be continued at LSU with the strong support of state government. In addition, the university should continue to pursue outside funding to expand research efforts. As Louisiana's premier university, LSU has a unique role that should include collaboration with Louisiana's other universities to further strengthen instruction and research efforts statewide.

LSU has many service roles in the state. A successful model for extending these efforts is the Business and Technology Center (BTC), where the university's extensive resources in science, technology, and agriculture have been brought to bear on business development through the BTC in its College of Business. Another very successful collection of outreach efforts exists in its Division of Continuing Education. These programs already serve tens of thousands of Louisianians annually, and they should be expanded further, both through conventional means and through telecommunications.

UNIVERSITY OF SOUTHWESTERN LOUISIANA

The University of Southwestern Louisiana (USL), a member of the State Colleges and Universities System, is categorized by SREB as a Four-Year II University. Although the university's primary service area includes a nine parish area in the south central portion of Louisiana known as the Acadiana region, in its capacity as a Four-Year II University, USL serves selected needs of the state as well. USL serves the educational needs of its population primarily by offering a broad range of undergraduate programs in the traditional areas of the arts, humanities, and sciences, as well as in the professional areas of business,

computer science, criminal justice, design, education, engineering and technology, and nursing. Additionally, the university offers master's programs in a wide range of disciplines and doctoral programs in computer science, computer engineering, environmental and evolutionary biology, English, mathematics, and statistics.

USL should continue to serve the educational and cultural needs of the Acadiana region of the state by directing itself to instruction, research, and the preservation of Louisiana's rich Francophone and Creole traditions. Its public service and applied research centers, including national environmental research laboratories and the potential for environmental management efforts, should be emphasized to meet the needs of the region, the state, and the nation. As it addresses the needs of its population, the university should also continue to target its resources toward its strengths where student demand is greatest: the undergraduate areas of business, computer science, education, engineering and technology, nursing, and the social sciences (criminal justice, psychology). Additional program areas identified by the university for emphasis at the undergraduate level include applied life sciences, hospitality management, industrial and architectural design, and performing arts. In targeting its resources, the university should give serious consideration to implementing selective admissions criteria when community college services are made available in the area.

At the master's level, USL should direct its resources where student demands are greatest: business administration, communications, communicative disorders, computer engineering, computer science, education (counselor, elementary, secondary), English, home economics, and psychology. Additional areas identified by the university for emphasis at the master's level include educational technology, engineering, and health management. New programs at the master's level should only be instituted in response to strong student demand in areas closely related to existing high demand master's programs on campus. Any request for a new master's program that is duplicated at a proximate institution should not be made unless there is long-term, ongoing demand for graduates of such a program and the existing nearby program cannot expand to meet the demand. In such a case, a program that is closely linked to the existing one and that will share its resources must be proposed.

At the doctoral level, the university should continue to strengthen its programs in computer engineering, computer science, English, environmental and evolutionary biology, mathematics, and statistics. Requests for new doctoral programs should be made only after carefully considering whether there will be continuing student demand for the proposed program, whether it will duplicate existing programs within the state, whether it will be financially viable, and whether the proposed new program would fit into and complement the university's existing doctoral programs. Requests for new doctoral programs that move the institution into new or different emphasis areas, while not prohibited, are strongly discouraged except in the most extraordinary circumstances.

USL should review its internal offerings and programs toward generating the resources necessary to safeguard its Doctoral II status by carefully developing selected degree programs consistent with its major areas of academic and public service emphasis. Research and service activities that benefit Louisiana, the region, and the nation must be continued with the strong support of governmental and corporate funding. As a Four-Year II University, USL should collaborate with other universities to strengthen instruction and research statewide.

LOUISIANA TECH UNIVERSITY

Louisiana Tech University (LA Tech), a member of the State Colleges and Universities System, is categorized by SREB as a Four-Year III University. It serves primarily the citizens of North Louisiana through strong baccalaureate programs in a broad range of studies in the arts, humanities, liberal arts and sciences and in professional areas such as agriculture, allied health, architecture, aviation, business, education, engineering, and forestry. The university presently offers a choice of master's programs and doctoral programs in business administration and engineering.

LA Tech should continue to serve the educational and cultural needs of North Louisiana. As it further implements its selective admissions criteria, the university should continue to target its resources toward programs where student demand is greatest: the undergraduate areas of aviation science, business, education, and engineering. Additional undergraduate program areas identified by the university for emphasis include agriculture, architecture, and interdisciplinary programs.

LA Tech's implementation of selective admissions is consistent with its plans to develop further at the graduate level. At the master's level, LA Tech should direct its resources into the high student demand areas of business administration, biological sciences, computer science, dietetics, education (counselor, general, special), engineering, industrial and organizational psychology, and speech-language pathology. Additional master's level programs identified by the university for emphasis include human ecology, liberal and fine arts, and the sciences. New programs at the master's level should only be instituted in response to strong student demand in areas closely related to existing high demand master's programs on campus. Any request for a new master's program duplicated at a proximate institution should not be made unless there is long-term, ongoing demand for graduates of such a program and the existing nearby program cannot expand to meet the demand. In such a case, a program that is closely linked to the existing one and that will share its resources must be proposed.

At the doctoral level, LA Tech should continue to enhance its programs in business administration and the engineering areas since they are the only doctoral level programs in these areas in North Louisiana. Requests for new doctoral programs should be made only after carefully considering whether there will be continuing student demand for the proposed program, whether it will duplicate existing programs within the state, whether it will be financially viable, and whether the proposed new program will fit into and complement the university's existing doctoral programs. Requests for new doctoral level programs that move the institution into new or different emphasis areas, while not prohibited, are strongly discouraged except in the most extraordinary circumstances.

Undergraduate and graduate engineering education in North Louisiana is the primary responsibility of LA Tech. As the only university north of Baton Rouge with a college of engineering, LA Tech must provide the services to meet the engineering needs throughout Central and North Louisiana. Additional cooperative efforts with other engineering schools in Louisiana may be necessary to meet ongoing needs. Until such time as the Board of Regents determines that the state's needs and resources prove otherwise, the Doctor of Business Administration (DBA), the Doctor of Engineering (DE), and the Ph.D. in Biomedical Engineering offered by LA Tech should be maintained as the only such publicly supported programs in Louisiana. The university should continue to pursue research in engineering and other appropriate areas as resources of the institution allow.

LA Tech's Institute for Micromanufacturing and Technology Transfer Center, Center for Rehabilitation Science and Biomedical Engineering, Center for Children and Families, and the Science and Technology Education Center should be maintained and, when resources permit, new centers and institutes that are appropriate to the mission of the university should be established. The university should continue to develop research and service activities consistent with its responsibilities.

NORTHEAST LOUISIANA UNIVERSITY

Northeast Louisiana University (NLU), a member of the State Colleges and Universities System, is categorized by SREB as a Four-Year III University. The university's primary service area includes a 13 parish area in Northeast Louisiana bordering the states of Arkansas and Mississippi. NLU serves the undergraduate needs of this population primarily through offerings in the humanities, liberal arts, and sciences, and places a strong emphasis on undergraduate professional programs in business, communications, criminal justice, education, and the health sciences. Graduate programs below the doctoral level are offered primarily in biology, business administration, communications, education and speech-language pathology. NLU offers the only state supported program in pharmacy in Louisiana and the only doctoral program in pharmaceutical sciences.

NLU should continue to serve the educational and cultural needs of Northeast Louisiana. As the university that serves the major metropolitan area in Northeast Louisiana, and the primary North Louisiana institution serving the Lower Mississippi Delta, NLU should maintain its open admissions policy and concentrate its resources and efforts on meeting the needs of this population. However, to employ its resources more effectively, the university should seriously consider implementing selective admissions as soon as community college services are available in the Monroe area. The university should target its resources toward its programs where student demand is greatest: the undergraduate areas of business, communications, criminal justice, education, and health sciences (nursing, occupational therapy, pharmacy). Additional undergraduate program areas identified by the university for emphasis include aviation and toxicology.

At the master's level, the university should concentrate its resources where student demand is greatest: biology, business administration, communications, education (administration, counselor, elementary, physical education, secondary), psychology, and speech-language pathology. Additional program areas identified by the university for emphasis at the master's level include allied health administration, counseling (marriage and family therapy, substance abuse) gerontology, and toxicology. New programs at the master's level should only be instituted in response to strong student demand in areas closely related to existing high demand master's programs on campus. Any request for a new master's program duplicated at a proximate institution should not be made unless there is long-term, ongoing demand for graduates of such a program and the existing nearby program cannot expand to meet the demand. In such a case, a program that is closely linked to the existing one and that will share its resources must be proposed.

At the doctoral level, NLU should continue to strengthen its program in pharmaceutical sciences as the only publicly supported program of its kind in Louisiana. Requests for new doctoral programs should be made only after carefully considering whether there will be continuing student demand for the proposed program, whether it will duplicate existing programs within the state, whether it will be financially viable, and whether the proposed new program will fit into and complement the university's existing doctoral programs. Requests for new doctoral level programs that move the institution into new or different emphasis areas, while not prohibited, are strongly discouraged except in the most extraordinary circumstances.

The university's strengths in the areas of pharmacy and related allied health sciences place NLU in a favorable position to further the economic development of the state and improve the quality of life for citizens in its service area. The university should pursue these research areas to the extent the resources of the institution will permit. Public service activities should be undertaken to meet the needs of area residents and to raise the level of education as well as the quality of life for the citizens of Northeast Louisiana. The university has made substantial commitments to public service through its Center for Business and Economic Research, Small Business Development Center (including rural development in the lower Mississippi Delta), Marriage and Family Therapy Clinic, Gerontology Institute, and Speech and Hearing Clinic.

SOUTHERN UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE

Southern University and Agricultural and Mechanical College (SU), a member of the Southern University System, is categorized by SREB as a Four-Year III University. As a land grant university and an institution with a rich heritage of serving the educational needs of black citizens, SU attracts students from throughout Louisiana and the region. As an open admissions institution, the university serves the educational needs of Louisiana's population through strong baccalaureate programs in a broad range of studies in the traditional arts, humanities, and sciences, as well as professional programs in business, computer science, education, engineering, and nursing. SU offers selected graduate programs, primarily in computer science, counseling psychology, education, and public administration. The university also offers a doctorate program in special education and is home to the Southern University Law Center. The Southern University Law Center provides legal education to a diverse and racially balanced student body while maintaining its historical tradition of providing opportunities to underrepresented racial, ethnic, and economic groups.

SU should continue to serve the educational, economic, and cultural needs of Louisiana and the region. In accomplishing this goal, SU should continue to target its resources toward programs where student demand is greatest: the undergraduate areas of accounting, biology, business (business administration, management, marketing), computer science, elementary education, electrical engineering, nursing, and political science. Additional undergraduate program areas identified by the university for emphasis include mass communications and the natural sciences. To further target its resources, the university should give serious consideration to implementing selective admissions criteria as soon as community college services are available in the Baton Rouge area.

At the master's level, SU should direct its resources into the high student demand areas of computer science, counseling psychology, education (counselor, elementary school, middle school, secondary school, special) and public administration. Additional program areas identified by the university for emphasis at the master's level include the natural sciences, nursing, and the social sciences. New programs at the master's level should only be instituted in response to strong student demand in areas closely related to existing high

demand master's programs on campus. Any request for a new master's program duplicated at a proximate institution should not be made unless there is long-term, ongoing demand for graduates of such a program and the existing nearby program cannot expand to meet the demand. In such a case, a program that is closely linked to the existing one and that will share its resources must be proposed.

As one of only two such programs in the state, SU's doctoral level program in special education should continue as long as student demand for the program remains high. Requests for new doctoral programs should be made only after carefully considering whether there will be continuing student demand for the proposed program, whether it will duplicate existing programs within the state, whether it will be financially viable, and whether the proposed new program will fit into and complement the university's existing doctoral programs. Requests for new doctoral level programs that move the institution into new or different emphasis areas, while not prohibited, are strongly discouraged except in the most extraordinary circumstances.

SU's Center for Social Research, Center for Small Farm Research, Health Research Center, and the Sickle Cell Anemia Research Center should be maintained, and, as resources permit, new centers and institutes appropriate to the mission of the university should be established.

SU's public service must continue to address the needs of Louisiana's population and meet its responsibilities as a land grant university. In addition, the university should provide, as resources permit, a repository for those works that reflect the rich black cultural heritage of Louisiana, the South, and the nation. Research that benefits Louisiana, the region, and the nation should be conducted at SU to the extent practicable. In addition, the university should continue to pursue outside funding to advance and expand research efforts.

UNIVERSITY OF NEW ORLEANS

The University of New Orleans (UNO), a member of the Louisiana State University System, is categorized by SREB as a Four-Year III University. It operates primarily as a comprehensive metropolitan university providing essential support for the economic, educational, social, and cultural development of the New Orleans metropolitan area. The institution's primary service area includes the seven parishes surrounding New Orleans.

As a selective admissions institution, UNO serves the educational needs of this population primarily through a wide variety of baccalaureate programs in the arts, humanities, sciences, and in the professional areas of business, education, engineering, and the social sciences. A variety of graduate programs are offered at the university, including doctoral programs in chemistry, education, financial economics, political science, psychology, and urban studies.

As the university moves toward its anticipated attainment of SREB Four-Year II status in 1994, UNO should continue to serve the educational and cultural needs of the metropolitan New Orleans area. As it continues to further implement its selective admissions criteria, the university should target its resources toward programs where student demand is greatest: the undergraduate areas of biology, business (accounting, business administration, finance, hospitality administration, marketing), communications, computer science, education, engineering (electrical, mechanical), English, political science, and psychology. Additional undergraduate program areas identified by the university for emphasis include chemistry, fine arts, geography, and jazz studies.

At the master's level, UNO should direct its resources into the high demand areas of accounting, business administration, city/urban planning, education (administration, counselor, curriculum and instruction, physical education, special), engineering science, English, geology, history, mathematics, political science, public administration, sociology, and theatre. Additional master's program areas identified by the university for emphasis include drama and communications, sociology, and urban studies. New programs at the master's level should only be instituted in response to strong student demand in areas closely related to existing high demand master's programs on campus. Any request for a new master's program duplicated at a proximate institution should not be made unless there is long-term, ongoing demand for graduates of such a program and the existing nearby program cannot expand to meet the demand. In such a case, a program that is closely linked to the existing one and that will share its resources must be proposed.

Doctoral level programs at UNO should continue to focus on the institution's strengths in the areas of chemistry, financial economics, education (administration, counselor, curriculum and special education instruction), political science, psychology, and urban affairs. Requests for new doctoral programs should be made only after carefully considering whether there will be continuing student demand for the proposed program, whether it will duplicate existing programs within the state, whether it will be financially viable, and whether the proposed new program will fit into and complement the university's existing doctoral programs. Requests for new doctoral level programs that move the institution into new or different emphasis areas, while not prohibited, are strongly discouraged except in the most extraordinary circumstances.

The institution should expand its articulation agreements with other institutions in the area to enhance opportunities for students to enroll at UNO. As an urban university serving the state's largest metropolitan area, UNO should direct its resources and efforts toward addressing the complex issues that affect New Orleans and the surrounding major metropolitan area. The university's leadership in the educational, social, and cultural development of its service area should continue through carefully designed outreach programs.

GRAMBLING STATE UNIVERSITY

Grambling State University (GSU), a member of the State Colleges and Universities System, is categorized by SREB as a Four-Year IV University. Although the university's primary service area is North Louisiana, GSU's rich history of educating black citizens and its tradition as an open admissions institution continues to attract students from throughout Louisiana and the nation. GSU serves the educational needs of its population primarily through undergraduate arts, humanities, and science programs, and places a strong emphasis on the professional programs in business, computer science, criminal justice, education, mass communications, nursing, social work, and technology. Graduate programs below the doctoral level are offered primarily in business administration, criminal justice, education, humanities, public administration, social work, and sports administration. GSU offers the only Ed.D. in developmental education in the United States.

GSU should continue to serve the educational and cultural needs of Louisiana in general and North Louisiana in particular. As it meets these needs, GSU should continue to target its resources toward programs where student demand is greatest: the undergraduate areas of accounting, biology, business administration, computer science, criminal justice, education, mass communications, and nursing. Additional undergraduate program areas identified by the university for emphasis include hotel/restaurant management, the humanities, industrial engineering technology, psychology, political science, social work, sociology, and therapeutic recreation.

At the master's level, GSU should direct its resources into the areas of business administration, criminal justice, education (developmental, elementary), humanities, public administration, and social work. Additional master's program areas identified by the university for emphasis include early childhood education, special education, and sports administration. New programs at the master's level should only be instituted in response to strong student demand in areas closely related to existing high demand master's programs on campus. Any request for a new master's program duplicated at a proximate institution should not be made unless there is long-term, ongoing demand for graduates of such a program and the existing nearby program cannot expand to meet the demand. In such a case, a program that is closely linked to the existing one and that will share its resources must be proposed.

As the only university with a doctoral program in developmental education in the nation, GSU should continue to strengthen the program within the guidelines adopted by the Board of Regents. The university should also seek additional outside funding for research in this area. Requests for new doctoral programs should be made only after carefully considering whether there will be continuing student demand for the proposed program, whether it will duplicate existing programs within the state, whether it will be financially viable, and whether the proposed new program will fit into and complement the university's existing doctoral programs. Requests for new doctoral level programs that move the institution into new or different emphasis areas, while not prohibited, are strongly discouraged except in the most extraordinary circumstances.

Public service activities should be undertaken to meet both the general and special needs of the area and to raise the level of education as well as the quality of life for the citizens of North Louisiana.

McNEESE STATE UNIVERSITY

McNeese State University (MSU), a member of the State Colleges and Universities System, is categorized by SREB as a Four-Year IV University. The university's primary service area includes an eight parish area in Southwest Louisiana bordering Texas. MSU serves the educational needs of this population primarily through undergraduate offerings in the arts, humanities, and sciences, and places a strong emphasis on business, education, engineering, and nursing. Graduate programs below the doctoral level are offered primarily in business administration, counseling psychology, education, and the sciences.

MSU should continue to serve the educational and cultural needs of Southwestern Louisiana. As the only university located in the southwestern corner of the state, MSU should maintain its open admissions policy until such time as a community college is created in the area. MSU should concentrate its resources and efforts on meeting the needs of this population, primarily by offering, as need dictates, a wide range of high quality undergraduate and carefully selected graduate programs below the doctoral level. The university should continue to target its resources toward programs where student demand is greatest: the undergraduate areas of accounting, business administration, education (early childhood, elementary, physical education), and nursing. Additional undergraduate program areas identified by the university for emphasis include agriculture, criminal justice, engineering, environmental science, secondary education, and special education.

MSU's master's level programs should continue to be concentrated in the high student demand areas of business administration, counseling psychology, and education (administration, counselor, elementary, instruction). Additional master's program areas identified by the university for emphasis include engineering, liberal arts, nursing, and the sciences. New programs at the master's level should only be initiated in response to strong student demand in areas closely related to existing high demand master's programs on campus. Any request for a new master's program duplicated at a proximate institution should not be made unless there is long-term, ongoing demand for graduates of such a program and the existing nearby program cannot expand to meet the demand. In such a case, a program that is closely linked to the existing one and that will share its resources must be proposed.

Its proximity to the oil, gas, petrochemical, and related industries in the southwest section of the state, coupled with its recent emphasis on addressing environmental concerns related to these industries, places MSU in a position to affect favorably the economic development of the state and the quality of life for citizens in its service area. As resources permit, the university should continue to provide programs and research in such areas as engineering, environmental studies, and related sciences and fields of technology. Public service activities should be undertaken to meet the needs of its service area and to raise the level of education as well as the quality of life for the citizens of Southwestern Louisiana.

NORTHWESTERN STATE UNIVERSITY

Northwestern State University (NSU), a member of the State Colleges and Universities System, is categorized by SREB as a Four-Year IV University. The university's primary service area includes a nine parish area in rural Northwest Louisiana bordering Texas. In some educational endeavors, the university serves the nearby population centers of Alexandria and Shreveport. NSU serves the educational needs of this population primarily through arts, humanities, and science programs, and places a strong emphasis on undergraduate professional programs in business, education, and nursing. NSU is home to the Louisiana Scholars College, the state's selective admissions college for the liberal arts. Graduate programs below the doctoral level are offered primarily in clinical psychology, education, and nursing.

NSU should continue to serve the educational and cultural needs of Northwestern Louisiana. As a university located in a rural area of the state between the population centers of Alexandria and Shreveport, NSU should maintain its open admissions policy, apart from the Scholars College, and concentrate its resources and efforts on meeting the needs of this population, primarily by offering, as need dictates, a wide range of quality undergraduate and carefully selected graduate programs below the doctoral level. The university should continue to target its resources toward programs where student demand is greatest: the undergraduate areas of business administration, elementary and secondary education, and nursing. Additional undergraduate program areas identified by the university for emphasis include accounting, computer information systems, industrial technology, and liberal arts.

NSU's master's level efforts should continue to be concentrated in the high student demand areas of clinical psychology, education (counselor, general), and nursing. Additional master's program areas identified by the university for emphasis include English, history, and student personnel services. New programs at the master's level should only be initiated in response to strong student demand in areas closely related to existing high demand master's programs on campus. Any request for a new master's program duplicated at a proximate institution should not be made unless there is long-term, ongoing demand for graduates of such a program and the existing nearby program cannot expand to meet the demand. In such a case, a program that is closely linked to the existing one and that will share its resources must be proposed.

Its historical commitment to teacher education, its tradition in nursing education in the northwest section of the state, and its role in preservation technology places NSU in a position to continue to affect favorably the economic development of the state and improve the quality of life for citizens in the area. The university should pursue research in these disciplines to the extent the resources of the institution will permit. The recent establishment of the National Center for Preservation Technology and Training provides additional areas for research pursuits. Public service activities should be undertaken to meet the needs of its service area and to raise the level of education as well as the quality of life for the citizens of Northwest Louisiana.

SOUTHEASTERN LOUISIANA UNIVERSITY

Southeastern Louisiana University (SLU), a member of the State Colleges and Universities System, is categorized by SREB as a Four-Year IV University. The university's primary service area includes an eight parish area commonly referred to as the Florida parishes in Southeast Louisiana bordering Mississippi. The university's location in the center of the rapidly growing Florida parishes region of Louisiana and its proximity to the two major metropolitan areas of New Orleans and Baton Rouge have contributed to the institution's increased enrollment. As an open admissions institution, SLU serves the educational needs of this population primarily through arts, humanities, and science programs, with a strong emphasis on undergraduate professional programs in business, education, and nursing. Graduate programs below the doctoral level are offered primarily in business administration, education, and selected arts and sciences disciplines.

SLU should continue to serve the educational and cultural needs of Southeast Louisiana. As the university located in the southeast corner of the state, SLU should maintain its open admissions policy and concentrate its resources and efforts on meeting the needs of this population, primarily by offering, as need dictates, a wide range of high quality undergraduate and carefully selected graduate programs below the doctoral level. The university should continue to target its resources toward programs where student demand is greatest: the undergraduate areas of biology, business (administration, accounting, marketing), criminal justice, education (elementary, physical education), and nursing. Additional undergraduate program areas identified by the university for emphasis include industrial technology, and speech, language, and hearing.

SLU's master's level efforts should continue to be concentrated in the high student demand areas of business administration and education (counselor, special). An additional master's program area identified by the university for emphasis is nursing. New programs at the master's level should only be initiated in response to strong student demand in areas closely related to existing high demand master's programs on campus. Any request for a new master's program duplicated at a proximate institution should not be made unless there is long-term, ongoing demand for graduates of such a program and the existing nearby program cannot expand to meet the demand. In such a case, a program that is closely linked to the existing one and that will share its resources must be proposed.

SLU's strategic location at the intersection of major interstate highways and its strength in the areas of business, education and nursing place it in a position to continue to affect favorably the economic development of the state and the quality of life for citizens of the Florida parishes. The university should pursue research in these areas as the resources of the institution permit. Public service activities should be undertaken to meet the needs of its service area and to raise the level of education as well as the quality of life for the citizens of Southeastern Louisiana.

NICHOLLS STATE UNIVERSITY

Nicholls State University (Nicholls), a member of the State Colleges and Universities System, is categorized by SREB as a Four-Year V University. The university's primary service area includes a 13 parish area in the boot of South Louisiana served by no other state universities. Nicholls serves the educational needs of this population primarily through undergraduate programs in the arts, humanities, and sciences, and in the professional areas of business, education, and nursing. Graduate programs below the doctoral level are offered primarily in business administration and education.

Nicholls should continue to serve the educational and cultural needs of South Louisiana. As the only university located in a geographically large area of the state not served by another institution, Nicholls should maintain its open admissions policy and concentrate its resources and efforts on meeting the needs of this population, primarily by offering, as need dictates, a wide range of quality undergraduate and carefully selected graduate programs below the doctoral level. The university should continue to target its resources toward programs where student demand is greatest: the undergraduate areas of business (accounting, administration) elementary education, and nursing. An additional undergraduate program area identified by the university for emphasis is allied health technology.

Its master's level efforts should continue to be concentrated in the high student demand areas of business administration and education (counselor, reading). New programs at the master's level should only be initiated in response to strong student demand in areas closely related to existing high demand master's programs on campus. Any request for a new master's program duplicated at a proximate institution should not be made unless there is long-term, ongoing demand for graduates of such a program and the existing nearby program cannot expand to meet the demand. In such a case, a program that is closely linked to the existing one and that will share its resources must be proposed.

The university's proximity to the Louisiana Universities Marine Consortium's facility in Cocodrie and the vast, fertile estuaries in its service area place Nicholls in a strategic position for studies in marine science and related areas. The university should pursue these research areas as resources of the institution will permit. Nicholls provides valuable services through its centers. The Center for the Study of Dyslexia and Related Disorders facilitates the establishment of university based programs for preservice and inservice preparation of personnel to remediate persons with dyslexia and related disorders. The Center for Women and Government provides educational programs for women interested in careers in public service. The Nicholls Sugar Cane Technology Institutes provide training in sugar cane production, processing, and refining. Public service activities should be undertaken to meet the needs of its service area and to raise the level of education as well as the quality of life for the citizens of South Louisiana.

LOUISIANA STATE UNIVERSITY AT SHREVEPORT

Louisiana State University at Shreveport (LSUS), a member of the Louisiana State University System, is categorized by SREB as a Four-Year V University. It is primarily an urban commuter institution serving the citizens of the Shreveport metropolitan area, including Caddo, Bossier, and contiguous parishes. With newly established admissions standards, LSUS will move toward serving the educational needs of academically prepared students through a variety of baccalaureate programs in the arts, humanities, and sciences, as well as professional programs in business and education and a select number of graduate programs below the doctoral level, primarily in business and education.

LSUS should continue to serve the educational and cultural needs of the Shreveport metropolitan area. As the only four-year public college in the area, LSUS must concentrate its resources and efforts on meeting the needs of this population, primarily by offering, as need dictates, necessary undergraduate and selected graduate degree programs below the doctoral level. The university is academically positioned between two community colleges and the Louisiana State University Medical Center at Shreveport. Bossier Parish Community College and Southern University at Shreveport/Bossier City provide the Shreveport metropolitan area with a community college presence, allowing LSUS to concentrate more on advanced undergraduate and selected graduate education.

The university should continue to target its resources toward programs where student demand is greatest: the undergraduate areas of accounting, business administration, education, and psychology. Additional undergraduate program areas identified by the university for emphasis include communications, humanities, and the social sciences.

At the master's level, the university's efforts should continue to be concentrated in the high student demand areas of business administration, general education, and humanistic studies. An additional master's program area identified by the university for emphasis is systems technology. New programs at the master's level should only be initiated in response to strong student demand in areas closely related to existing high demand master's programs on campus. Any request for a new master's program duplicated at a proximate institution should not be made unless there is long-term, ongoing demand for graduates of such a program and the existing nearby program cannot expand to meet the demand. In such a case, a program that is closely linked to the existing one and that will share its resources must be proposed.

LSUS should continue to expand its relationships with local business and industry, including Louisiana State University Medical Center at Shreveport and the Red River Research Station (the Louisiana Agricultural Experiment Station, Louisiana State University Agricultural Center) in order to train workers needed by the metropolitan business community. Continuing education and public service activities should be undertaken to meet the needs of its service area and to raise the level of education as well as the quality of life for the citizens of Shreveport. High quality programs are crucial to the economic development of the Shreveport metropolitan area. The institution should also work closely with other colleges in North Louisiana to assist them in meeting the need for professional education for the citizens of the ArkLaTex region. Consortial agreements that bring advanced graduate training to the citizens of the region should be pursued.

SOUTHERN UNIVERSITY AT NEW ORLEANS

Southern University at New Orleans (SUNO), a member of the Southern University System, is categorized by SREB as a Four-Year V University. It provides educational, research, and public services to Orleans and Jefferson parishes, which provide over 90 percent of its enrollment. SUNO serves the educational needs of this population primarily through a variety of baccalaureate programs in the arts, humanities, and sciences, and in the professional areas of business and education. The university also offers a master's program in social work.

SUNO should continue to serve the educational and cultural needs of the metropolitan New Orleans area. The university should continue to target its resources toward programs where student demand is greatest: the undergraduate areas of business administration and elementary education. Additional undergraduate program areas identified by the university for emphasis include criminal justice, science, social work, and substance abuse. At the master's level, SUNO should continue to support and enhance its master's in social work program. New programs at the master's level should only be initiated in response to strong student demand in areas closely related to existing high demand master's programs on campus. Any request for a new master's program duplicated at a proximate institution should not be made unless there is long-term, ongoing demand for graduates of such a program and the existing nearby program cannot expand to meet the demand. In such a case, a program that is closely linked to the existing one and that will share its resources must be proposed.

As the only public four-year university in the metropolitan area with an open admissions policy, SUNO should continue to offer programs that help provide upward mobility for the diverse population of the New Orleans region. Special emphasis should be placed on services for working adults provided through its evening and weekend colleges. The institution's leadership in the educational, social, and cultural development of its service area should continue through carefully designed outreach programs.

DELGADO COMMUNITY COLLEGE

Delgado Community College (DCC), a member of the State Colleges and Universities System, is categorized by SREB as a Two-Year I College. This multi-campus community college's primary service area is the greater New Orleans metropolitan area. As an open admissions institution, DCC serves the educational

needs of this population primarily through a broad range of programs, including occupational and technical certificate and associate degree programs, parallel lower division programs in the liberal arts and sciences for students wishing to transfer to four-year institutions, and programs designed to foster economic development by responding to the needs of business and industry.

DCC should continue to serve the educational and cultural needs of the New Orleans area. As a comprehensive community college, DCC must concentrate its resources and efforts on meeting the needs of this population, primarily by offering, as need dictates, a wide range of high quality certificate and associate degree programs. In addition, the college should continue to provide basic skills (remedial) education for students who need to prepare for college level courses, and it should foster lifelong learning through continuing education programs. Further, the institution should support research activities appropriate to a community college, particularly those involving the teaching and learning process.

The community college should continue to expand its relationships with local business and industry in order to train the workers needed by these employers. High quality technical programs are crucial to the economic development of the New Orleans metropolitan area. Further articulation agreements with nearby four-year colleges and with local secondary schools are critical to meeting the expanding need for an educated workforce in the metropolitan area. Public service activities should be undertaken to meet the needs of its service area and to raise the level of education as well as the quality of life for the citizens of the New Orleans metropolitan region.

ELAINE P. NUNEZ COMMUNITY COLLEGE

Elaine P. Nunez Community College (EPNCC), a member of the State Colleges and Universities System, is categorized by SREB as a Two-Year I College. The community college's primary service area includes St. Bernard and its contiguous parishes. As it continues its development as an open admissions community college, EPNCC will serve the needs of this population primarily through a broad range of vocational and technical certificate and associate degree programs as well as parallel programs in the liberal arts and sciences for students wishing to transfer to four-year institutions.

Further articulation agreements with nearby four-year colleges and high schools are critical to the continued development of EPNCC and to the expanding need for an educated workforce in the area. Public service activities should be undertaken to meet the needs of its service area and to raise the level of education as well as the quality of life for the citizens of the region. EPNCC should continue to expand its relationships with local business and industry in order to train the workers needed by these employers. High quality technical programs are crucial to the economic development of the metropolitan area.

LOUISIANA STATE UNIVERSITY AT ALEXANDRIA

Louisiana State University at Alexandria (LSUA), a member of the Louisiana State University System, is categorized by SREB as a Two-Year I College. The institution's primary service area is metropolitan Alexandria, including Rapides and its contiguous parishes. As an open admissions community college, LSUA serves the educational needs of this population primarily through a select number of associate degree programs in banking, nursing, and computer information technology and by offering courses and associate of arts and science degrees for students who wish to transfer to a senior college. LSUA serves as a multi-purpose resident center of Louisiana State University and A&M College.

LSUA should continue to serve the educational and cultural needs of the Alexandria area through public service activities and efforts that raise the level of education as well as the quality of life for area citizens. As the only public college in the area, the institution must concentrate its resources and efforts on meeting the needs of its immediate population, primarily by offering necessary certificate and associate degree programs.

The two-year institution should continue to expand its relationships with local business and industry in order to train the workers needed by these employers. High quality technical programs are crucial to the economic development of the metropolitan area. The institution should also work closely with four-year

colleges in the area in coordinating the delivery of baccalaureate and graduate education for the citizens of Central Louisiana. The recently approved "University Center" under the administration of LSUA should help meet this goal.

LOUISIANA STATE UNIVERSITY AT EUNICE

Louisiana State University at Eunice (LSUE), a member of the Louisiana State University System, is categorized by SREB as a Two-Year I College. As an open admissions community college, LSUE serves the educational needs of Southwest Louisiana primarily through a select number of associate degree programs in business and office occupations, computer information technology, criminal justice, fire science, nursing, radiologic technology, and respiratory care technology. LSUE is designated as a statewide provider of undergraduate instruction in fire science outside of metropolitan New Orleans. The institution offers courses and associate of arts and science degrees for students who wish to transfer to a senior college. LSUE serves as a multi-purpose resident center of Louisiana State University and A&M College.

LSUE should continue to serve the educational and cultural needs of its service area by offering necessary certificate and associate degree programs. Since high quality technical programs are crucial to economic development, the institution should continue to expand its relationship with local business and industry to identify area workforce needs. The institution should also work closely with four-year colleges in the area to further increase matriculation opportunities for its students. Public service activities should be undertaken to meet the needs of the service area and to raise the level of education and improve the quality of life for area citizens.

SOUTHERN UNIVERSITY AT SHREVEPORT/BOSSIER CITY

Southern University at Shreveport/Bossier City (SUSBO), a member of the Southern University System, is categorized by SREB as a Two-Year I College. The institution's primary service area is the Shreveport/Bossier City metropolitan area, including Bossier and Caddo parishes, which provide over 90 percent of the institution's enrollment. SUSBO serves the educational needs of this population primarily through a select number of associate degree programs in the areas of business, computer science, education, allied health, the technologies, day care administration, and legal assisting. The institution also offers courses and associate of arts and science degrees for students who wish to transfer to a senior college.

SUSBO should continue to serve the educational and cultural needs of the Shreveport/Bossier City area by offering certificate and associate degree programs, as need dictates. High quality technical programs are crucial to the economic development of the metropolitan area. Accordingly, the two-year institution should continue to work closely with local business and industry in order to train the workers needed by area employers. The institution should also continue to work closely with four-year colleges in the community to increase the upward mobility of the area's citizens. Public service activities should emphasize the needs of the institution's defined service area and should help raise the level of education as well as the quality of life for the citizens of the Shreveport/Bossier City area.

LOUISIANA STATE UNIVERSITY AGRICULTURAL CENTER

The Louisiana State University Agricultural Center (LSU Agricultural Center), a member of the Louisiana State University System, is categorized by SREB as a Specialized Institution. It has administrative control over Louisiana State University's Cooperative Extension Service and the Louisiana Agricultural Experiment Station as well as joint control with Louisiana State University and A&M College over the College of Agriculture. The primary mission of the LSU Agricultural Center is to conduct research involving agriculture and natural resource development, including forestry, wildlife and fisheries, human ecology, food science, and related areas, and to provide off-campus extension programs that disseminate technological, economic, and management information.

The LSU Agricultural Center should continue to serve the educational and research needs of Louisiana's agriculture and related industries. Toward this end, the LSU Agricultural Center should maintain

and expand its continuing education programs for Louisiana's growers and related businesses. The Center should also continue to expand efforts that show how agriculture and related industries directly impact Louisiana's economic development. Finally, the LSU Agricultural Center should vigorously pursue the development and expansion of faculty appointments and exchanges with other universities in Louisiana that have programs, research, and other interests in agriculturally related fields. Particular emphasis should be placed on cooperative efforts with Southern University and A&M College, one of the state's two land grant institutions.

LOUISIANA STATE UNIVERSITY PAUL M. HEBERT LAW CENTER

The Louisiana State University Paul M. Hebert Law Center (LSU Law Center), a member of the Louisiana State University System, is categorized by SREB as a Specialized Institution. Its primary mission is the professional education of future lawyers. In addition, the LSU Law Center provides for the continuing education of Louisiana's practicing attorneys through professional development and continuing education programs.

The LSU Law Center should continue to serve the educational and legal needs of Louisiana and the region. The LSU Law Center should also expand its continuing education programs for Louisiana's professional lawyers through the Center for Continuing Professional Development and the Judicial College. The LSU Law Center should continue to provide scholarly support for the improvement of Louisiana's laws through its Center for Civil Law Studies and the Law Institute. It should promote Louisiana's contributions to case law and scholarship.

LOUISIANA STATE UNIVERSITY MEDICAL CENTER

The Louisiana State University Medical Center (LSU Medical Center), a member of the Louisiana State University System, is categorized by SREB as a Specialized Institution. It is a multi-unit academic health science center providing interdependent instruction, research, and public service in health-related fields. The LSU Medical Center comprises five professional schools--Dentistry, Graduate Studies, Allied Health Professions, Nursing, and Medicine in New Orleans and Shreveport, which also includes a hospital. The LSU Medical Center is Louisiana's only comprehensive facility for the professional education of health care providers. The LSU Medical Center also has a major role in public service through direct patient care, especially for a majority of the state's indigent citizens.

The LSU Medical Center should continue to serve the educational and health related needs of Louisiana and the region. In addition, as resources permit, the LSU Medical Center should expand its continuing education programs for Louisiana's health professionals. The LSU Medical Center should continue to develop and expand its comprehensive program of clinical and basic health science research, grants, publications, technology transfer, and related economic enhancement to meet the changing health related needs of Louisiana.

THE ROLE OF LOUISIANA'S INDEPENDENT SECTOR OF HIGHER EDUCATION

For more than a century, the independent sector of higher education has participated in the cultural, educational, and economic development of the citizens of Louisiana. The seven regionally accredited independent institutions of higher education in Louisiana--Centenary College, Dillard University, Louisiana College, Loyola University, Our Lady of Holy Cross College, Tulane University of Louisiana, and Xavier University--continue to provide the diversity and alternate pathways to education that contribute to the development and maintenance of a balanced educational system for the state. These regionally-accredited institutions are members of the Louisiana Association of Independent Colleges and Universities (LAICU).

Educators agree that a healthy mix of public and independent institutions is one of the basic reasons for the high level of performance by higher education in this country. This diversity serves to enhance the educational system's responsiveness to society's needs. Like Louisiana's public colleges and universities,

independent institutions of higher education contribute to educational diversity in our state, providing even more choice, access, compatibility, unique missions, responsiveness, and academic freedom.

Church support or affiliation is typical of Louisiana's independent colleges and universities. Loyola University, Our Lady of Holy Cross College, and Xavier University have Roman Catholic origins; Louisiana College is affiliated with the Louisiana Baptist Convention; Centenary College is affiliated with the United Methodist Church; and Dillard University has affiliations with both the United Church of Christ and the United Methodist Church. Dillard and Xavier have traditionally served a predominantly black constituency.

Geographically, independent colleges and universities in Louisiana are located in areas that accommodate the major population centers of the state with the majority located in the New Orleans area. Centenary is located in the northwestern sector of the state, while Louisiana College is located in Pineville in Central Louisiana.

Louisiana's independent colleges and universities directly serve the public interest as integral partners in the state's pluralistic system of higher education. The public interest requires that each state focus its education policy goals on achieving the most efficient and equitable use of available resources. In order to meet this obligation, Louisiana in 1975 enacted legislation that provides aid to independent colleges and universities. Money is appropriated to each institution based on the number of Louisiana residents enrolled in non-theological academic programs. The state has appropriated monies for many years to educate Louisiana residents enrolled at Tulane Medical School.

Independent higher education in Louisiana is a healthy addition to, and partner with, public colleges and universities, increasing the number of options available to the citizens of Louisiana.

CHAPTER V

ACCESS

As the twenty-first century approaches, basic employment opportunities will continue to require not only additional skills but also different skills than were taught in the past. Much of the expected employment growth will be in occupational areas that require a college education. (See Chapter III.) Census data indicate that only 36 percent of Louisiana's citizens over the age of 25 have some postsecondary education. Louisiana must therefore expand access to postsecondary education for more of its citizens to prepare them for the future.

Historically, Louisiana has ranked near or at the bottom nationally in participation rates in higher education. To increase access to higher education for its citizens, Louisiana must eliminate the barriers that impede access. Chapter V addresses three primary barriers: financial barriers, geographical barriers, and program barriers.

FINANCIAL BARRIERS

Expanding opportunities for higher education starts with providing sufficient financial aid for all qualified students. Historically, Louisiana has prided itself on the low cost of a higher education at its public institutions. In 1976, Louisiana students contributed approximately 20 percent of the cost of their instruction. The Board of Regents recommended that the students contribute one dollar for every three dollars appropriated by the state; student costs were not to exceed those at comparable institutions in the SREB states.

Today, most of the institutions not only have reached that goal but also have surpassed it. Unfortunately, the attainment of this goal has been reached and surpassed for all the wrong reasons. Instead of gradually increasing tuition and fees to fund quality education as the Board of Regents had recommended, institutions have been repeatedly forced to increase student costs to help offset tremendous state budget cuts. By 1992, statewide tuition and fees had risen to the point where students were contributing an average of approximately 41 percent of the instructional costs.

Today's students in Louisiana pay a higher percentage of the cost of a college education than either the national or SREB average.

> **Understanding the reasons behind tuition and fee increases in the mid and late 1980s, the Board of Regents recommends that the management boards continue their efforts to minimize increases in student tuition and fees. The Regents pledge their support to increasing state funding for higher education so that by 1996 the student-to-state contribution to the cost of instruction will revert to the recommended 1:3 ratio.**

Although the costs of attending Louisiana's colleges and universities have increased, the state has recently enacted several financial aid measures to make higher education more accessible to its citizens. These financial aid programs can be divided into two major categories: (1) loans and (2) scholarships/grants.

Student Loans

The 1991 Louisiana Legislature established the Louisiana Opportunity Loan Program (LA-OP). The primary goal of the LA-OP program is to assist students of middle income families who cannot afford the costs of a higher education and do not meet the income stipulations for federal financial assistance. Approximately $9.7 million was distributed to approximately 3,550 students in the program's first two years.

Eligibility for federally subsidized student loans has not been need based since October 1, 1992. Now, everyone, regardless of income, qualifies for federal student loans. The three types of federal loans are (1) the Stafford Loan (the basic, government subsidized student loan); (2) Parent Loans to Undergraduate Students (PLUS); and (3) Supplemental Loans for Students (SLS) for graduate and certain undergraduate students. If a student's college application shows financial need, the government will pay the interest while the student

remains in school; otherwise interest will be owed if no financial need is shown. In either case, loan repayments do not start until the student leaves school.

In the 1960s and 1970s, grants made up the bulk of financial aid across the nation. In the 1980s, loans became more and more prevalent. Now, in the 1990s, loans outnumber grants almost three to one. Students' dependence on loans to finance higher education can present an overwhelming burden to lower income citizens; the prospect of having to repay large student loans may deter them from participating in higher education. In addition to the increasing number of loans available to students, a wide variety of scholarships are available to qualified students.

Student Scholarships and Grants

Individual colleges and universities often offer their own scholarships and grants independent of state aid. Most of the programs supported by the state provide tuition and fee waivers to qualified students and have two overriding goals: (1) to encourage students to be prepared academically for college work and (2) to entice Louisiana's brightest high school graduates to attend a Louisiana college or university. Some of these programs have a loan forgiveness component that requires a teaching or service commitment following graduation; otherwise, the money must be repaid.

The Tuition Assistance Plan (TAP), formerly referred to as the Louisiana College Tuition Plan, was enacted during the 1989 Regular Legislative Session. TAP provides tuition and fee exemptions to Louisiana residents who enroll full time at a Louisiana two-year or four-year public institution of higher education as first-time undergraduates. Initial eligibility requirements are a minimum 2.5 high school grade point average on a 4.0 scale, a minimum score of 20 on the ACT, completion of 17.5 units of specified high school core courses, and certain family income limits. Since the program's inception in fall 1989, over $8.7 million has been distributed to approximately 3,200 students. In 1992-93, over $3.6 million was distributed among approximately 1,860 recipients for an average of $1,960 per student.

The legislature during the 1992 Regular Session enacted the Louisiana Honors Scholarship program, which provides tuition waivers to students ranked in the top 5 percent of each public and each BESE approved nonpublic high school graduating class. This program acknowledges, honors, and rewards the recipients' academic achievement; it also ensures that these students have the financial resources to pursue a higher education in Louisiana at the same time it provides an incentive to them to seek a higher education and remain in Louisiana. The scholarship is redeemable at a Louisiana public college or university for the total cost of tuition. If an award recipient attends a regionally accredited independent college or university with membership in LAICU, the scholarship is redeemable for an amount equal to the highest tuition charged at a public institution or the actual tuition of the private institution, whichever is less. In its first year, 1992-93, over $2.4 million was awarded to approximately 1,185 recipients.

Using federal and state funds, with an average of at least 50 percent state match, the State Student Incentive Grant (SSIG) Program provides need-based grants to full-time students who maintain a 2.0 grade point average. Each year approximately 3,000 students receive SSIG funds totaling $2 million, with an average award of $700. In 1992-93, $2,049,374 was awarded to over 3,500 recipients.

The T.H. Harris Scholarship is a state scholarship that is awarded competitively for academic achievement to Louisiana students from public and private high schools who graduate with a 3.0 grade point average and maintain this average at the end of each academic year while in college. Annual awards are $400, with a cumulative maximum award of $2,000 for five years of study. In 1992-93, $701,866 was awarded to 1,877 recipients (new and renewal). Although 2,200 new applicants were eligible to receive scholarships, funding was available for only 579 or 26 percent to receive awards.

The Board of Regents recognizes the present trend of students' overdependence on loans in financing their higher education. The Board of Regents recommends that the legislature fully fund state supported scholarship programs. Toward this end, the Board recommends further that a group of higher education representatives be formed to review all existing scholarship programs. The results of this review will be forwarded to the legislature for its use in distributing available higher education financial aid dollars.

The loan and scholarship programs sponsored by Louisiana and the federal government are important steps toward insuring that all students have an opportunity to pursue a higher education. If the federal and state governments would provide the funds to support fully these financial aid programs, especially grant and scholarship programs, financial barriers would be lessened and access to Louisiana public colleges and universities would be increased.

GEOGRAPHICAL BARRIERS

One factor that can affect participation in higher education is campus proximity. Although public colleges and universities are located throughout the state, there remain areas of the state, primarily rural, where no public college or university exists within a 40 mile radius.

Six parishes in Louisiana--Catahoula, Concordia, East Carroll, Madison, Tensas, and West Carroll--are almost completely outside a 40 mile radius of a public college or university. These parishes have small populations compared to other parishes in the state, with Tensas being the least populated parish in the state. However, two of these six parishes, West Carroll and Madison, have postsecondary participation rates above the average statewide participation rate of 42.8 percent. The postsecondary participation rate is based on the percentage of high school graduates from the parish who enter a Louisiana public college or university within three years of high school graduation.

Approximately 11 parishes in Louisiana have a portion of their parish outside a 40 mile radius of a public college or university. Of these 11 parishes, two parishes had participation rates higher than the statewide average of 42.8 percent. The other nine averaged about 36 percent. Statistically, it appears that the postsecondary participation rate is not affected as significantly as in years past by the proximity of a publicly supported college or university in relation to the parish where the student graduated from high school.

One reason outlying parishes no longer have such low postsecondary participation rates is that Louisiana's colleges and universities have moved instruction from the campus to these parishes. During the 1992-93 academic year, college instruction was provided in 56 of Louisiana's 64 parishes by 17 Louisiana public colleges and universities. The total number of off-campus classes offered by Louisiana's public colleges and universities was 2,312 during the 1992-93 academic year. Enrollment in these off-campus classes for summer, fall, and spring was 46,095 students.

Educational Offerings in the Slidell Area

Chapter III identified St. Tammany Parish as one of the fastest growing areas in Louisiana. As the population of St. Tammany Parish has grown, so has the demand for public higher education to serve the area. Demand for higher education services is evidenced by the volume of off-campus instruction offered in the parish by Delgado Community College, Southeastern Louisiana University, Southern University at New Orleans, and the University of New Orleans. Enrollment in off-campus courses in St. Tammany Parish offered by the four institutions during the 1992-93 academic year exceeded 7,000.

In order to meet this growing demand, the Louisiana legislature appropriated planning monies in 1993-94 for the establishment of the Slidell Learning Center. When completed, it is anticipated that Delgado Community College will provide lower-level undergraduate instruction at the site. Southeastern Louisiana University, the University of New Orleans, and Southern University at New Orleans will offer baccalaureate and postgraduate courses and programs at the site. The multi-institutional facility will provide greater efficiency and cost effectiveness while offering high quality instruction for the citizens of St. Tammany Parish and the surrounding area. This initiative should serve as a model for future efforts.

Improving Access with Technology

Realizing the impact that modern electronic technology is having on teaching and learning, the Board of Regents established a Task Force on Distance Learning as part of the master planning process. The Task Force was to create a plan for providing equitable, cost-effective access to higher education programs through electronic distance learning systems.

The Board of Regents accepts in principle the Task Force's recommendation to establish an administrative structure to plan and manage telecommunications systems for providing higher education.

> **The Board of Regents recommends the establishment of a Telecommunications Administration Authority. The administrative structure should be kept to the minimum needed to maintain its function. The authority should include representation of the Board of Regents, the Board of Elementary and Secondary Education (BESE), the Office of Telecommunications Management (OTM), the Louisiana Educational Television Authority (LETA), and each higher education system. Final oversight of the activities of the authority will be provided by the Board of Regents.**

The Board believes that the establishment of an actual office to support the work of the proposed Telecommunications Administration Authority (TAA) should be delayed until the membership of the authority is decided and until actual funding has been committed to support planning and management activities. Membership of the TAA should solicit initial grant funding through federal and state sources to support planning and pilot projects. Proposed pilot projects should utilize existing network capabilities such as LPB and LaNet (See Chapter VI).

> **Following the suggestion of the Financial Policy Committee of the Distance Learning Task Force, the Board of Regents recommends that a dedicated revenue source be established to provide a pool of funds that can be used to supplement institutional and self-generated revenues. Possible sources of dedicated funds identified by the Financial Policy Committee include a distance learning tax on video rentals and/or a distance learning fee on the communication and cable industries. The Board of Regents and the newly established Telecommunications Administration Authority will seek legislative assistance to provide dedicated funding to support telecommunication based learning activities in Louisiana.**

Community College System

Louisiana must have a variety of high quality institutions of higher education so that its citizens can compete in the nation and in the world. As discussed in Chapters III and VII, the economy of the state and nation are undergoing transition. This transition involves the decline of traditional industries, such as manufacturing, and the growth of sectors driven in many ways by new and varied technologies. Even jobs that still remain in the manufacturing industry are evolving into jobs in which man manages machines.

Many of the new jobs created in the global market will require postsecondary education but not necessarily a four-year degree. Community colleges are focused and well positioned to respond to this growing need. Most educators agree that community colleges will play a vital role in the training and retraining of the American workforce for the twenty-first century. Unfortunately, Louisiana remains the only state in America without a community college system. In the absence of a community college system, Louisiana's four-year colleges have done a commendable job in filling this important void in the postsecondary education system. However, filling this void at the four-year colleges is more expensive, drains resources from other services on the campuses, and falls short of reaching all those citizens unable or unwilling to pursue a postsecondary education at a senior college.

The Board of Regents believes that the establishment of a community college system is absolutely essential for quality higher education. Community colleges are better equipped to handle postsecondary technical education than are either the vocational-technical institutes or the four-year colleges. Community colleges are generally less expensive to operate and more accessible to much of the population.

> **The Board of Regents recommends that Louisiana plan for the development of a community college system. While the community college system is under consideration and development, the current systems of postsecondary education under the jurisdiction of the Board of Elementary and Secondary Education and the Board of Regents will continue to implement steps to expand community college services for the citizens of Louisiana.**

The "Articulation with Vocational/Technical Institutes" portion of the Program Barriers section in this chapter describes the recent efforts of the Board of Regents and BESE to increase and facilitate the movement

of students across high schools, vocational-technical institutes, and colleges and universities. In the absence of a community college system, these cooperative efforts can provide additional postsecondary choices for Louisiana's citizens.

Another cooperative effort was accomplished through the passage by the legislature of Act 341 of 1992, which merged the Elaine P. Nunez Vocational-Technical Institute with the St. Bernard Parish Community College and placed the new community college under the management of the Board of Trustees for State Colleges and Universities. The development of a comprehensive community college through the merger of a less comprehensive community college and a vocational-technical institute is a novel approach in Louisiana, and the initial reports on this merger have been favorable.

The Board of Regents recommends that it monitor closely the development of the Elaine P. Nunez Community College in St. Bernard Parish. The Board of Regents will review the success of this merger no later than the 1995 academic year. If the review indicates that the merger has been successful, then the Board of Regents will recommend that the legislature consider the merits of similar mergers of existing community colleges with nearby vocational/technical institutes in the Shreveport, Alexandria, New Orleans, and Eunice areas.

The Board of Regents is particularly concerned by the lack of a community college in the Baton Rouge area. Baton Rouge is the second largest metropolitan area in Louisiana, the seat of state government, and home to major industry. Yet, the capital city is not served by a community college.

Recent events have heightened concern over the absence of such a community college. Louisiana State University and A&M College instituted admissions criteria in fall 1988. Southern University and A&M College has recently announced its intention to consider implementing admissions criteria as early as fall 1996. This move would leave Baton Rouge without an open admissions institution. Together with the increasing need for postsecondary technical education in the area, the establishment of a comprehensive community college in the Baton Rouge area must be a priority for higher education and Louisiana.

The Board of Regents recommends that Louisiana plan immediately for the establishment of a comprehensive community college to serve metropolitan Baton Rouge. Ideally, the community college would begin operations no later than fall 1996, to coincide with Southern University and A&M College's possible implementation of admissions criteria. Together, Louisiana State University and A&M College, Southern University and A&M College, and the community college will develop and implement strong articulation agreements to allow ease of transfer among the three institutions with no loss of credit.

PROGRAM BARRIERS

Articulation with Vocational/Technical Institutes

Historically, transfer from vocational-technical schools to two-year and four-year colleges and universities was difficult. Efforts have recently been undertaken by the Board of Regents and BESE which would eventually make it easier for students to transfer from vocational-technical schools to universities with minimal loss of credit. At a joint meeting in July 1992, the two boards agreed to begin discussing possible articulation agreements among high schools, vocational technical institutes, and colleges and universities.

Accrediting bodies such as the Southern Association of Colleges and Schools (SACS) have recognized the need for articulation agreements. Recent changes in SACS criteria make articulation a little easier by setting forth conditions governing the transfer of credit. The revised criteria allow for the transfer of "block" credit from non-degree granting institutions accredited by an association recognized by the United States Department of Education.

The Board of Regents strongly encourages the establishment of formal articulation agreements between colleges and universities and nearby vocational/technical institutes, where appropriate. Articulation agreements will promote access to high quality postsecondary educational opportunities for all students.

Regional Initiatives to Remove Program Barriers

As one of the SREB states, Louisiana participates in the Academic Common Market (ACM) program. Since 1974, SREB has administered the ACM through which states in the region share specialized academic programs. Participating students are allowed to pay in-state tuition while studying outside their home states, provided they meet two requirements.

- Acceptance into an ACM program that is not available in the student's home state; and,
- Proof that the student is a legal resident of his/her home state.

The Academic Common Market, which is administered in Louisiana by the Board of Regents, involves more than 140 institutions in 14 of the 15 SREB states and offers more than 1,000 programs at the baccalaureate and graduate level. Through this arrangement, states have the opportunity to avoid needless and costly duplication of facilities and the staff and faculty to operate them. Furthermore, additional enrollment in these programs can help institutions operate more cost effective departments with an added emphasis on quality.

In general, participation of Louisiana residents in the program continues to increase each year. As public resources to support higher education become increasingly scarce, such opportunities to save through sharing become increasingly important in providing access to high quality academic programs.

Upper-Level Undergraduate and Graduate Education in the Central Louisiana Region

The Board of Regents recognizes that the Alexandria situation is unusual in Louisiana. Alexandria is the only metropolitan area in the state without a four-year public institution of higher education. The population of the area has supported Louisiana State University at Alexandria throughout its history, and, in the best of circumstances, would prefer that Louisiana State University at Alexandria be converted to a four-year university. However, the demographics, the state's precarious fiscal situation, and the continued underfunding of higher education dictate that for the foreseeable future, Louisiana must provide quality baccalaureate and selective graduate education to Central Louisiana through means other than a four-year university in Alexandria.

From a higher education demand perspective, the situation in the Alexandria area has not changed dramatically over the past 16 years. Although Alexandria's postsecondary participation rate remains favorable compared to some other areas of the state, this rate can be affected by changing demographic and financial conditions.

Census data indicate that since 1980, the population in the Alexandria area has remained relatively stable, declining a modest 2.8 percent. However, the current financial situation in Louisiana, including the Alexandria area, is worse than it was in 1976. The recent closing of England Air Force Base could further reduce the need to expand Louisiana State University at Alexandria to a four-year institution. These facts would indicate that expansion of Louisiana State University at Alexandria to a four-year institution would seem unwise at the present time.

Yet, there is a demand for some baccalaureate and graduate level programs in the Alexandria area and high-demand programs need to be available to citizens in the area. The recent opening of Interstate 49 connecting Alexandria to Lafayette in the south and Natchitoches and Shreveport in the north have improved access to four-year and graduate level programs at the University of Southwestern Louisiana (Lafayette) and Northwestern State University (Natchitoches). Attending college at either the University of Southwestern Louisiana or Northwestern State University requires a commute of approximately one hour each way; so, while attending either of these institutions is feasible, it is still somewhat inconvenient. Currently, most of the upper-level undergraduate and graduate level offerings in the Alexandria area are provided by Northwestern State University. Louisiana State University and A&M College also offers selected programs on the Louisiana State University at Alexandria campus through its senior college program.

The recent closing of England Air Force Base, although potentially harmful to Alexandria in the short run, can provide many new opportunities for the economy and the citizens of the area. The base is being

transformed into the England Industrial Airpark and Community. The Alexandria community and Louisiana State University at Alexandria are transforming the closing of the airbase from a liability into an opportunity.

In February 1993, at the request of Louisiana State University at Alexandria and with the support of the Alexandria community and the Louisiana State University Board of Supervisors, the Board of Regents authorized Louisiana State University at Alexandria to act as a clearinghouse for all higher education services in Alexandria. As part of the action, the Regents authorized Louisiana State University at Alexandria to establish a University Center at the England Industrial Airpark and Community. Louisiana State University at Alexandria is responsible for assessing the higher education needs in the Alexandria and Rapides Parish areas and coordinating the delivery of services above the associate level through other Louisiana universities. It is anticipated that Northwestern State University and Louisiana State University and A&M College will continue to cooperate with Louisiana State University at Alexandria in providing most of the upper-level and graduate offerings in the area.

The Board of Regents recommends monitoring the operations of the University Center and the coordination of upper-level undergraduate and graduate education services by Louisiana State University at Alexandria in the Alexandria and Rapides Parish areas. By 1996, the Regents will review the success of this program.

Access to Professional Education

The high cost of graduate and professional education can be largely attributed to the need for high cost equipment, faculty with specialized advanced training, and other unique resources and facilities. In order to strengthen resource sharing and improve access to expensive graduate/professional education, the Board of Regents urges the management boards to give serious consideration to the establishment of a statewide graduate faculty.

A statewide graduate faculty is appropriate for such professions as medicine, law, engineering, architecture, agriculture, human ecology, forestry, and other fields. These faculty could work through a consortium of public colleges and universities to bring graduate and professional degree programs to areas and regions of the state where needed. This initiative could be closely linked to efforts to establish advanced interactive telecommunications among colleges and universities across Louisiana. Membership on the statewide graduate faculty would be contingent upon the faculty member meeting all employment prerequisites of the institution offering the particular degree program.

Engineering Education in Louisiana

The economy of the United States continues to change in response to foreign competition, technology, and the demands of the population as expressed in the marketplace. Engineering plays a significant role in responding to both new and changing industries and ultimately in creating a more diverse economy.

Producing engineers is a necessary component of economic growth and diversification. Currently, there are six public universities with various undergraduate programs in engineering: Louisiana State University and A&M College, Louisiana Tech University, McNeese State University, Southern University and A&M College, the University of New Orleans, and the University of Southwestern Louisiana. These same institutions, with the exception of Southern University and A&M College, offer some graduate engineering programs.

Students interested in pursuing engineering technology education in the Shreveport/Bossier City area have been able to take introductory coursework in engineering at Louisiana Tech's University Center in Bossier City. In spring 1992, Louisiana Tech University entered into cooperative agreements with Louisiana State University at Shreveport, Southern University at Shreveport/Bossier City, and Bossier Parish Community College. These agreements allow students from the Shreveport area institutions to complete two years of coursework on their own campus and then transfer their credits to Louisiana Tech University. Students who transfer coursework specified in the agreements and who complete the undergraduate engineering courses Louisiana Tech University offers at the University Center can significantly reduce the time needed on the Louisiana Tech University campus to complete degree requirements.

The Board of Regents recommends that Louisiana Tech University continue to expand the engineering and related technology programs available in the Shreveport metropolitan area.

The Board of Regents has requested that the Louisiana Engineering Deans' Council address the issue of access to both undergraduate and graduate engineering education as well as the questions of student supply and demand, off-campus delivery of instruction, and other statewide planning issues. The Deans have completed a draft report. A final report awaits the resolution of some disagreements among the Council members concerning some sections of the report.

Doctoral Level Instruction in Education

Except for the Ed.D. in Developmental Education at Grambling State University, there are currently no doctoral level programs in the field of education located in North Louisiana or in Southwest Louisiana. The fact that only Louisiana State University and A&M College, the University of New Orleans, and Southern University and A&M College currently offer doctoral level study in education means that working teachers and administrators from school systems in North and Southwest Louisiana have great difficulty in pursuing their education past the Education Specialist level.

It is obvious that a need for doctoral level study in education has developed over the past several years in North and Southwest Louisiana. The big questions that remain are whether or not the continuing demand in either region of the state is sufficient to support a doctoral program and what the best method of delivering this educational service would be.

Recently, six institutions and two consortia of institutions have submitted letters of intent for doctoral programs in education. Sound educational policy and fiscal constraints preclude an expansion of doctoral level study in education that includes new programs at all of these universities, some of which do not now offer doctoral level study. While there is a definite need for working teachers and school administrators to have access to doctoral level study, this study does not have to be in a classroom.

The Board of Regents has voted to postpone final consideration of requests for new Ed.D. programs pending a review by out-of-state consultants. The panel of consultants will give the Board its advice on the best placement and structure of additional doctoral level programs at those institutions with missions which include doctoral level education. This process should be completed prior to March 1, 1994.

Agriculture Education in Louisiana

Agriculture has historically been and remains one of Louisiana's primary industries. Realizing the importance of agriculture to the state and the complexities of the discipline, the Board of Regents appointed a Task Force on Agriculture to assist in planning the state's higher education future.

Nine state-supported institutions of higher education–Louisiana State University and A&M College, Louisiana Tech University, McNeese State University, Nicholls State University, Northeast Louisiana University, Northwestern State University, Southeastern Louisiana University, Southern University and A&M College, and the University of Southwestern Louisiana–offer baccalaureate degrees in one or more agricultural curricula.

In 1987-88, the Board of Regents, as part of its ongoing academic program review process, engaged a team of consultants to review all academic programs in agriculture offered by these institutions. The Board's consultants concluded that many of the agricultural programs were underfunded, understaffed, weak, and generally of poor quality. Following public hearings, the Board of Regents recommended discontinuing some agriculture programs and consolidating others.

During 1991, the Regents' Task Force on Agriculture collected and reviewed numerous statistics, descriptions, and resource information concerning academic programs in agriculture. Although the Task Force did not complete a formal review, it did identify weaknesses in some programs. Therefore, following this exercise, the Task Force recommended and the Board of Regents endorses the following actions for undergraduate programs in agriculture:

- Evaluate all baccalaureate agricultural programs by 1995 to ensure that graduates remain competitive in the job market and that financial, physical, and human resources are adequate to provide programs of excellence. (The Board of Regents will include in its evaluation an assessment of whether the large number of existing programs in agriculture are necessary to the state of Louisiana).

- In order to facilitate interinstitutional credit transfers, adopt and implement by 1995 the proposed Louisiana Consortium for Professional Agricultural College's (LCPAC) two-year curriculum by institutions with undergraduate agriculture programs.

Among the issues of growing concern in agricultural education is continuing education. Louisiana needs to provide post-baccalaureate and graduate education for non-traditional and part-time students from business and government so workers can remain competitive and the state's industries can continue to develop. Graduate education in agriculture, forestry, and wildlife and fisheries is currently available only through Louisiana State University and A&M College.

Where a clear demand exists for the program, the Board of Regents encourages institutions to participate with Louisiana State University and A&M College to offer agriculture and related programs at the master's level. Distance learning technology could also be used to broaden graduate education in agriculture. Graduate level course lectures provided by Louisiana State University and A&M College could be broadcast via cable, telephone, or satellite, or videotaped for future use.

CHAPTER VI

EXCELLENCE

One step in promoting academic excellence is providing students with the opportunities necessary to pursue academic programs. (See Chapter V.) Once opportunity has been provided, quality and excellence must become primary concerns of the academic enterprise.

There are five critical issues related to excellence: (1) promoting student achievement, (2) improving the quality of primary and secondary education, (3) strengthening faculty resources, (4) enhancing the quality of programs, and (5) strengthening cooperation among institutions. Chapter VI examines these issues and offers recommendations to promote excellence in Louisiana public higher education.

PROMOTING STUDENT ACHIEVEMENT

Numerous factors affect whether a student will be prepared for college, will continue in school, and will complete work toward a degree or certificate. Many of these factors lie outside the direct influence of higher education. However, there are a number of measures through which higher education can help prepare students for college work and strengthen their performance once they are enrolled in college.

Regents' Scholar Curriculum

In response to evidence that the minimum high school graduation requirements did not fully prepare students to enter college, the Board of Regents established in the early 1980s the Task Force on the Academic Preparation of the College-Bound Student. Based on the results of the Task Force's work, the Board of Regents adopted a curriculum which it recommends to all students, especially those who aspire to attend college.

High school students who complete the Regents' Scholar Curriculum and achieve a grade point average of 3.0 receive a certificate from the Board of Regents. The number of students completing the required curriculum and receiving the Regents' Scholar Certificate has risen from 66 in 1983, the program's first year, to 2,877 in 1993. The Board of Regents has continued its support for the Regents' Scholar Curriculum in the belief that students who complete the curriculum are better prepared to enter and succeed in college. However, the Board has never reviewed the performance of these students in college.

> **As an initial effort to review and strengthen the Regents' Scholar Curriculum, the Board of Regents recommends that it examine the performance of college students who completed the Regents' Scholar Curriculum. The target group to be studied will include 1994 high school graduates who complete the required curriculum and enter Louisiana public higher education in fall 1994. Based on the findings of this study, changes to the Regents' Scholar Curriculum may be instituted. The Board will consider pursuing additional incentives to encourage high school students to complete the curriculum, including the possibility of establishing monetary awards for Regents' Scholars who excel in college.**

Advanced Placement

Advanced Placement exams are coordinated by the College Board, which administers the Scholastic Aptitude Test (SAT). Advanced Placement courses and exams are designed to give high school juniors and seniors opportunities to earn college credit in English, history, mathematics, and sciences before enrolling in college.

The Board of Regents encourages high schools to participate in the Advanced Placement Program. In 1992, over 100 Louisiana high schools offered Advanced Placement.

> **The Board of Regents recommends that the Board of Elementary and Secondary Education support any and all efforts for member high schools to offer Advanced Placement.**

Pre-College Mentorships

Pre-college mentorships offered in Louisiana include Youth Opportunities Unlimited (YOU), Upward Bound, and Talent Search. These programs are designed to prevent at-risk students from dropping out of high school and to encourage college enrollment. Perhaps the most effective of these programs is the YOU program, which is funded by the Job Training Partnership Act (JTPA). This initiative combines a university-based work-study program with support services including health care, counseling, and enrichment courses that immerse 14- and 15-year-old high school students in a college environment.

Three Louisiana institutions of public higher education presently offer the YOU program: Louisiana State University and A&M College, Southeastern Louisiana University, and Nicholls State University. Ninety percent of YOU students significantly improve their reading, English language, and math skills over a seven to eight week period during the summer. Almost all participants graduate from high school. An estimated 65 percent of graduates go on to some form of higher education.

Based on the success of these programs, the Board of Regents recommends that universities not currently participating in the YOU program investigate contacting their local JTPA Service Delivery Area to consider bringing YOU to their campuses.

Seven public universities offer the Upward Bound program funded by the U.S. Department of Education: Northeast Louisiana University, Louisiana State University at Eunice, Southeastern Louisiana University, Southern University and A&M College, Southern University at New Orleans, University of New Orleans, and the University of Southwestern Louisiana. The program is designed for students who are economically deprived or first generation college students. Students meet on Saturdays during the school year and participate in a six- to seven-week program in the summer including one week of educational travel. Almost all participants in the Upward Bound program graduate from high school and over 90 percent of graduates enroll in college.

Another popular program that reduces the dropout rate and increases college enrollment among at-risk students is the Talent Search program. Talent Search is offered at four Louisiana public universities: University of New Orleans, Southern University at New Orleans, Southern University and A&M College, and Southeastern Louisiana University. These programs are also funded by the U.S. Department of Education and serve about 3,600 seventh- through twelfth-grade students by providing English and math tutoring as well as workshops on improving study skills, test taking, self-esteem, career counseling, and financial aid counseling. Like Upward Bound students, the majority of Talent Search participants graduate and go on to college.

The Board of Regents recommends that institutions not currently participating in the Upward Bound and Talent Search programs investigate the viability of such programs at their institutions.

Developmental Education

Each year, numerous high school graduates enroll at Louisiana's public colleges and universities without the basic skills necessary to perform college level work. In response to these needs and in the absence of a community college system, Louisiana's public colleges and universities have designed and operated developmental education programs. A state with a tradition of open access to its higher education system has a responsibility to provide the services necessary for all students to have an opportunity to succeed.

The percentage of first time freshmen enrolled in developmental education courses in Louisiana has remained relatively constant at 49 to 52 percent over the past ten years. However, there are indications that, statewide, as students have become better prepared for college level work, the content level of developmental courses has risen.

Developmental education is necessary to promote student achievement in higher education, yet many argue that it dilutes resources and detracts from the mission of colleges and universities. Some institutions are affected more adversely than others by the lack of academic preparation among entering freshmen. In many instances, the cost of providing these developmental courses is higher than that of regular college entry-level

courses. Undeniably, funds that are used to support developmental education are redirected from other institutional purposes and cause a financial hardship on the institution as a whole.

For every campus in Louisiana to offer sizeable programs in developmental education would be inefficient and ineffective. Developmental instruction is costly: it requires small classes, special teaching materials, and specially trained instructors, tutors, and counselors. It is inefficient and unjust for an institution whose role is graduate and professional education also to attempt to provide high quality developmental courses; to do so would likely jeopardize the achievement of its assigned mission and the success of its students.

Those institutions that have chosen to dedicate resources to graduate and professional work, to redefine their missions, and to initiate admissions criteria at the undergraduate level have seen a large decrease in the number of students in developmental education. These institutions also report an increase in retention and graduation rates.

Given existing evidence that the initiation of selective undergraduate admissions criteria reduces the number of students needing developmental services and increases student retention and graduation rates, the Board of Regents recommends that the Louisiana State University Board of Supervisors, the Southern University Board of Supervisors, the Board of Trustees for State Colleges and Universities, and their member institutions investigate the possibility of additional campuses developing undergraduate admissions standards. Any institution without admissions criteria which offers doctoral-level programs and numerous master's level programs should be closely examined concerning its undergraduate admissions criteria. Any study of initiating admissions criteria must include consideration of geographic access to higher education services.

The Board of Regents recommends further that institutions with undergraduate admissions criteria continue to take the necessary steps to de-emphasize developmental education programs. The Board of Regents will recommend that funding for developmental education be discontinued at Louisiana State University and A&M College in the 1995-96 academic year, at the University of New Orleans in the 1996-97 academic year, and at other institutions with admissions criteria when the criteria have been in effect for five years.

Honors Programs

Honors programs provide academic incentives and recognition for particularly talented and dedicated students. During the past 25 years, a number of honors programs have been developed across the state; others are still in the planning stages. Programs are usually site specific, as recommended by the National Collegiate Honors Council and the Southern Regional Honors Council.

The largest programs are at Louisiana State University and A&M College, Southern University and A&M College, the University of New Orleans, and the University of Southwestern Louisiana where each program averages 600-700 students.

In the past, great emphasis and resources have been given to developmental education at both the state and federal level. By contrast, programs for exceptional students have been largely ignored in Louisiana. The impact of such an unbalanced policy is difficult to assess. Louisiana institutions must have high quality, competitive honors programs in order to keep gifted and talented students in the state and attract exceptionally bright students from outside the state. More attention and resources can be focused on programs designed to meet the needs of gifted and academically advanced students.

The Board of Regents recommends that Louisiana's colleges and universities continue to support and expand honors programs. The Board of Regents should consider promoting additional funding to strengthen and expand honors programs.

IMPROVING THE QUALITY OF PRIMARY AND SECONDARY EDUCATORS

The quality of teachers trained in Louisiana's colleges and universities affects the quality of students who enter higher education and those who enter the workplace after high school and college. In the long run, improving the quality of educators produces responsible citizens, promotes economic development, and increases the overall quality of life in Louisiana. Of major importance is the advancement of mathematics and science education, particularly through the Louisiana Systemic Initiatives Program (LaSIP) and the Louisiana Collaborative for Excellence in the Preparation of Teachers (LaCEPT), which are discussed in Chapter VII.

During the 1992-93 academic year, approximately 11.6 percent of Louisiana's public school teachers were uncertified or were teaching in areas in which they were not professionally prepared (State Department of Education, Bureau of Teacher Certification, 1993). In order to attract the best and the brightest college students into teaching as a career and to retain quality teachers in Louisiana, the Board of Regents' Task Force on Teacher Education recommended and the Board of Regents adopts:

- **The governor, legislature, and the Board of Elementary and Secondary Education must provide leadership to increase teachers' salaries (especially entry level salaries) to attract and retain high quality teachers.**

- **The legislature and the Board of Elementary and Secondary Education should revise the Louisiana teachers salary schedule so that persons attaining advanced graduate degrees receive salary increases commensurate with their educational attainment.**

- **The legislature should increase support for scholarship programs, especially the Governor's Education Majors Scholarship Fund which presently provides $1,000 per semester to students agreeing to teach one year in Louisiana schools for every year they receive the scholarship.**

- **The legislature and BESE should provide continued and increased funding for the Teacher Tuition Exemption Program so that all eligible teachers can participate with support from this program.**

It is also necessary to improve the image of teachers as professionals in order to make the career attractive to students and in order to retain top quality teachers.

- **The Board of Regents recommends that the Board of Elementary and Secondary Education gradually phase out and eliminate the many exceptions to teacher certification (Board waivers for student teaching, practica, and internships).**

- **The Board of Regents recommends that the Board of Elementary and Secondary Education stipulate that students complete an approved teacher preparation program or an approved alternate post-baccalaureate certification program to become certified.**

The preparation of teachers for work in Louisiana's elementary and secondary schools must be viewed as a collaborative effort with reciprocal responsibilities on the part of Colleges of Education and elementary and secondary schools. Building upon the expertise of both groups will make teacher preparation experiences more meaningful. The Task Force recommended and the Board of Regents supports:

- **Colleges of Education should create collaborative partnerships with school districts.**

- **Public school systems must be willing to see themselves as part of the teacher training team and enter into collaborative partnerships.**

Computers, interactive television, and distance learning all create opportunities for students to learn more while making learning easier. In the absence of proper training, however, many teachers are ill-prepared to use technology to its fullest advantage in the classroom. Most Colleges of Education do not currently have

the necessary equipment or the resources to incorporate modern technology into their curriculum or to provide inservice training.

> **The Board of Regents recommends that the management boards encourage university administrators to give priority to Colleges of Education in equipment funding allocations in order to provide support for the purchase of equipment to incorporate technology into teacher education programs.**

Excellence in education is costly. It requires improving teacher salaries and image, working closely with elementary and secondary schools, providing adequate funds for modern technology and scholarships, and employing top notch faculty as mentors and supervisors for preservice, first-year, and inservice teachers.

STRENGTHENING FACULTY RESOURCES

Student achievement and program quality are built on the strength of faculty. Faculty are the foundation upon which the academic enterprise is formed and developed. While personnel matters are the responsibility of the institutions and the management boards, the Board of Regents is committed to the development of high quality faculty and the improvement of their working conditions.

Faculty Aging

Numerous publications have warned of potential shortages of qualified faculty in some fields for the balance of the 1990s and beyond. While each institution may be fully aware and cognizant of the age distribution of its own faculty, the Board of Regents conducted a brief survey of the age distribution of Louisiana's public college and university faculty so that institutions could examine comparative data and plan for future vacancies and employment. The survey by the Board of Regents indicated that in fall 1991, almost 20 percent of full-time higher education faculty at state supported institutions were over 55 years of age. The possibility of faculty shortages are probably more acute in academic disciplines with a relatively high percentage of faculty over age 60. Listed below are the academic disciplines with the largest percentage of full-time faculty over age 60 employed by public colleges and universities in Louisiana.

Law and Legal Studies (17.2 percent)
Philosophy and Religion (16.7 percent)
Public Administration & Services (14.3 percent)
Physical Sciences (13.6 percent)
Foreign Languages and Literature (12.8 percent)
Geography (12.5 percent)
Liberal Arts and Sciences/General Studies/Humanities (12.0 percent)
Education (10.7 percent)
History (10.5 percent).
Biological/Life Sciences (10.0 percent)

The survey indicated that the percentage of faculty over age 60 also varied across institutions in the state. Some 17.6 percent of the full-time faculty at the Louisiana State University Paul M. Hebert Law Center were over 60 years of age. At Southern University and A&M College, the figure was 15.4 percent. Some 13.4 percent of McNeese State University faculty were over 60 years of age. In contrast, only 4.0 percent of faculty at Northwestern State University were over 60.

> **The Board of Regents recommends that the institutions and their respective management boards monitor closely the age distribution of their faculty and develop strategies to assess more fully the probability of faculty shortages across academic fields.**

Faculty Salaries

In order to retain existing faculty and attract new faculty, their salaries must be competitive. In 1989, in response to Louisiana's low ranking in the South and the nation, and in order to curtail increased faculty flight, the Board of Regents in concert with the higher education community developed a plan to increase

faculty salaries to the SREB average. The first year increase of 12 percent of the three-year plan was fully funded. However, the state was able to fund only 5 percent in the second year and was unable to fund any salary increase in the third year. In 1993, Louisiana found itself ranked 11th of the 15 SREB states in the category of four-year institutions, with approximately $36 million in additional salary funds, excluding related benefits, needed to reach the regional average.

The promise to fund the Regents' plan and the appropriation of sufficient monies to fund the first year of the plan did much to halt faculty flight, increase faculty morale, and improve faculty recruitment efforts. However, the failure to complete the plan once again threatens all that higher education gained in 1990.

> **The Board of Regents recommends that the administration and the legislature rededicate themselves to the Regents' faculty salary plan. The Board will submit a revised plan with the goal of reducing the pay differential to the point where Louisiana faculty salaries reach the SREB average by the 1997-98 academic year.**

Fringe Benefits

One of the most important factors in recruiting and retaining an outstanding faculty is a comprehensive fringe benefits program that meets the needs of all members of the profession. Fringe benefit packages usually include health insurance, disability, dependent tuition waivers, and retirement. In response to a request from the Louisiana State University Board of Supervisors, the Board of Regents appointed a task force composed of representatives from the higher education community to conduct a study of fringe benefits. In its 1992 report, the task force made numerous recommendations to various groups, including the campuses, the management boards, the Board of Regents, and the retirement and health benefits programs. The Board of Regents supports the findings of the task force and adopts the following recommendation as endorsed by the task force.

> **The Board of Regents recommends the appointment of a permanent oversight fringe benefits task force composed of a representative of its staff and of faculty and staff from the three management boards to review, evaluate, and make recommendations concerning future improvements in the fringe benefits program in higher education. This task force will also be charged with the responsibility of preparing an annual report on the status of fringe benefits, focusing on those improvements implemented during each fiscal year.**

Rewarding Excellence in Instruction

Among other issues of importance for strengthening faculty resources are the establishment of mechanisms for coordinating research and development activities (Chapter VII), and the strengthening of mechanisms to reward superior instruction and encourage faculty participation in lower-level instruction.

Currently, there is a national movement in higher education to improve the quality of undergraduate instruction at colleges and universities by reemphasizing teaching. Many institutions of higher education, including many in Louisiana, have for years emphasized research and publication over teaching. In many instances, unless faculty members produced credible research results, pay increases, promotion, and tenure did not materialize. Reward systems in higher education institutions have been too often based on research productivity and grant winning and not on the faculty member's teaching abilities. As a consequence, tenured faculty in most colleges and universities across the nation spend a major portion of their time and effort on research projects, possibly to the detriment of their teaching.

The higher education community must reestablish the balance between its two primary missions of teaching and research. The transmission of mankind's accumulated knowledge from generation to generation is as important as the augmentation of that knowledge. Obviously the role, scope, and mission of an institution determines the relative importance of teaching and research activities on a particular campus. Research institutions such as Louisiana State University and Agricultural and Mechanical College are expected to place more emphasis on research than are smaller, regionally-based institutions. Yet, all institutions should strive for excellence in both teaching and research activities.

Top quality teaching and research can be accomplished by equalizing campus reward systems (remuneration, promotion, tenure) in order to give appropriate recognition to excellence in both teaching and research.

The Board of Regents recommends that the state's higher education management boards develop or review the framework for evaluating the teaching performance of faculty with the intention of establishing reward systems that recognize excellence in both teaching and research. It is further recommended that the management boards establish or expand the nominating and selection process for faculty with exceptional teaching skills and that a limited number of teaching excellence awards be issued on an annual basis.

ENHANCING PROGRAM QUALITY

Academic Program Review

Over the last decade, Louisiana higher education has experienced a painful transition. In the early years when there was no growth and few budget cuts, the infrastructure remained strong enough for the campuses to do more with less. As the infrastructure weakened and more budget cuts were made, campuses tried to maintain existing levels of programs and services with dwindling resources. Recognizing the damages inflicted on Louisiana public higher education through accumulated budget cuts, and the unlikelihood of any significant financial relief in the foreseeable future, higher education must face the near inevitability of doing less with less. Louisiana higher education, in order to improve program quality, must develop:

- clear, concise, and articulate role, scope, and mission statements for its institutions (Chapter IV); and
- concerted academic program/option review efforts at both institutional and Board levels.

In the face of continued financial shortfalls, each campus must closely examine its program offerings. Academic programs/options must be related to the mission of the institution. Programs/options that clearly address the campus' role, scope, and mission must remain viable and take precedence over other programs. Programs/options that are peripheral to the role of the institution and that produce small numbers of graduates must face scrutiny as never before. Difficult choices must be made if higher education in Louisiana is to remain viable.

Realizing the severity of the situation and its responsibility to set direction for higher education in Louisiana, the Board of Regents recommends that all academic programs/options be reviewed for the purpose of scaling down the number of less productive programs/ options offered at each campus. Those programs/options that remain must be (1) necessary to the campus in meeting its role, scope, and mission; (2) sufficient in size to remain viable; or (3) related to other offerings of the campus as defined by the institution's role, scope, and mission.

The next low-completers program/option review to be undertaken will be similar to the one completed in 1990. However, additional fiscal constraints require that the guidelines for the review be more stringent. Therefore, all programs/options will be subject to examination if (1) they have been in existence for more than six years and (2) have averaged on an annual basis over each of the past five years, 1988-89 through 1992-93, fewer than the following degrees conferred:

- certificate/associate (8)
- baccalaureate (8)
- master's/specialist's (5)
- doctorate/professional (2)

Table 6-1 displays the number of programs/options that will be subject to the low-completers review.

Following the Regents' review of low-completers programs/options, which is expected to be completed within nine to twelve months of adoption of this plan, the Board of Regents will begin a review of

TABLE 6-1

PROGRAMS/OPTIONS SUBJECT TO ELIMINATION BECAUSE OF LOW PRODUCTIVITY OVER PREVIOUS FIVE YEARS, BY INSTITUTION, BY LEVEL

	CERTIFICATE/ASSOCIATE			BACCALAUREATE			MASTERS/SPECIALISTS			DOCTORATE/PROFESSIONAL			TOTAL		
	# OF PROG/ OPT	# PROG/ OPT ASSESS	% OF PROG/ OPT	# OF PROG/ OPT	# PROG/ OPT ASSESS	% OF PROG/ OPT	# OF PROG/ OPT	# PROG/ OPT ASSESS	% OF PROG/ OPT	# OF PROG/ OPT	# PROG/ OPT ASSESS	% OF PROG/ OPT	# OF PROG/ OPT	# PROG/ OPT ASSESS	% OF PROG/ OPT
DELGADO	63	18	28.6%	0	0	0.0%	0	0	0.0%	0	0	0.0%	63	18	28.6%
GRAMBLING	7	5	71.4%	55	38	69.1%	27	18	66.7%	4	4	100.0%	93	65	69.9%
LA TECH	7	2	28.6%	93	55	59.1%	31	16	51.6%	3	1	33.3%	134	74	55.2%
MCNEESE	12	3	25.0%	62	38	61.3%	22	11	50.0%	0	0	0.0%	96	52	54.2%
NICHOLLS	12	4	33.3%	50	33	66.0%	12	8	66.7%	0	0	0.0%	74	45	60.8%
NORTHEAST	12	8	66.7%	88	58	65.9%	32	15	46.9%	1	0	0.0%	133	81	60.9%
NORTHWESTERN	9	5	55.6%	55	41	74.5%	11	6	54.5%	0	0	0.0%	75	52	69.3%
SOUTHEASTERN	4	2	50.0%	56	31	55.4%	21	13	61.9%	0	0	0.0%	81	46	56.8%
SOUTHWESTERN	4	0	0.0%	82	39	47.6%	45	29	64.4%	8	1	12.5%	139	69	49.6%
TRUSTEES SYSTEM	130	47	36.2%	541	333	61.6%	201	116	57.7%	16	6	37.5%	888	502	56.5%
LSU-A	5	1	20.0%	0	0	0.0%	0	0	0.0%	0	0	0.0%	5	1	20.0%
LSU A&M	0	0	0.0%	75	18	24.0%	77	36	46.8%	58	13	22.4%	210	67	31.9%
LSU-E	15	7	46.7%	0	0	0.0%	0	0	0.0%	0	0	0.0%	15	7	46.7%
LSU LAW	0	0	0.0%	0	0	0.0%	2	2	100.0%	1	0	0.0%	3	2	66.7%
LSU MED CTR	3	1	33.3%	9	1	11.1%	21	17	81.0%	14	5	35.7%	47	24	51.1%
LSU-S	0	0	0.0%	47	35	74.5%	5	2	40.0%	0	0	0.0%	52	37	71.2%
UNO	1	1	100.0%	57	27	47.4%	51	28	54.9%	13	7	53.8%	122	63	51.6%
LSU SYSTEM	24	10	41.7%	188	81	43.1%	156	85	54.5%	86	25	29.1%	454	201	44.3%
SU A&M	3	1	33.3%	80	50	62.5%	43	30	69.8%	3	2	66.7%	129	83	64.3%
SU-NO	6	4	66.7%	38	28	73.7%	1	0	0.0%	0	0	0.0%	45	32	71.1%
SU-S	30	25	83.3%	0	0	0.0%	0	0	0.0%	0	0	0.0%	30	25	83.3%
SU SYSTEM	39	30	76.9%	118	78	66.1%	44	30	68.2%	3	2	66.7%	204	140	68.6%
TOTAL	193	87	45.1%	847	492	58.1%	401	231	57.6%	105	33	31.4%	1,546	843	54.5%

Source: Louisiana Board of Regents.

all remaining programs/options with specific attention to duplicative programs/options offered by public institutions throughout the state. (See Chapter IX.) While the Board of Regents recognizes that some duplication of degree programs/options is necessary, it also recognizes that opportunities may exist for consolidating or eliminating some duplicate programs/options in non-critical areas.

Streamlining program offerings at institutions throughout the state will allow higher education resources to be used more effectively and efficiently. These initiatives should also open opportunities for instructional and research activities to be linked more closely to institutional priorities.

STRENGTHENING COOPERATION AMONG INSTITUTIONS

Fiscal constraints and the concomitant resource limitations necessitate greater institutional cooperation. Several initiatives discussed in Chapter V (Access) promote cooperation among institutions. There are recommendations included in Chapter VII (Economic Development) designed to encourage more institutional cooperation, particularly with respect to research and development activities. Also discussed in Chapter VII is the Louisiana Stimulus for Excellence in Research (LaSER) program, which represents a major initiative on the part of the state to strengthen collaborative research among institutions of higher education.

Two other formidable initiatives designed to help strengthen institutional cooperation are the Louisiana Data Network (LaNet) and the Louisiana Consortium for Higher Education Networking (LaCHEN). The LaNet plan is being coordinated by Louisiana's Office of Telecommunications Management and includes a network of high capacity telephone circuits linking the cities of Shreveport, Monroe, Lafayette, Baton Rouge, and New Orleans. LaCHEN has received a grant from the National Science Foundation to establish a network linking all public and private colleges and universities in Louisiana. The LaNet and LaCHEN efforts are being coordinated to avoid overlap and duplication. Significant growth in the number of local area networks across universities and state agencies over the next several years is expected to drive demand for LaNet. Consequently, the development of LaNet could have a major impact on the way universities and state agencies conduct business in the near future. LaNet could be utilized for two-way fully interactive voice, video, and data communication with both instructional and administrative applications.

> The Board of Regents recommends that voice and video applications be considered as part of the overall design of LaNet. The Board will expand its dialogue with the Office of Telecommunications Management to include consideration of the utilization of LaNet for both distance learning and administrative purposes.

The Office of Telecommunications Management is assessing demand for the network. Among groups supporting the network is the Louisiana Academic Library Information Network Consortium (LaLINC) whose role is to link university libraries in the state. The Board of Regents has already committed $850,000 during 1992 and 1993 to LaLINC. Funding for LaLINC is also provided by the U.S. Department of Education. These funds provide start-up resources but will not provide the ongoing support for the permanent operation and expansion of the network.

Because of the importance of high quality libraries at all levels of education, the state must be committed to their adequate support. Following the plan of the Library Task Force, the Board of Regents recommends:

- continued development of the statewide electronic library network through strong efforts to obtain permanent funding from the legislature;
- expansion of the network to include all public and private academic libraries that wish to participate;
- expanded use of the network beyond collegiate boundaries, for example, public, special, and school libraries, state agencies, and private industry; and

- development of plans for optimum use of the network through:

  - retrospective conversion of databases;
  - mounting of literature citation tapes; and
  - access to non-bibliographic databases.

CHAPTER VII

ECONOMIC DEVELOPMENT

The nation's workforce is largely unprepared to compete in the emerging world economy, which will be comprised of advanced manufacturing, farming, information, and service industries. Competitive advantage is no longer built solely on the availability of natural resources, financial capital, or superior technology. It is instead--according to Lester Thurow, Dean of the Sloan School of Management at the Massachusetts Institute of Technology--based upon the "skills, industriousness, quality orientation, and trained intelligence" of the workforce.[4]

Higher education in Louisiana, as in other states, contributes significantly to the education, training, and skills of the workforce, thereby contributing to the state's competitive position and economic base. To do so effectively, higher education must work collaboratively with business and industry to identify educational and training needs, and develop programs that meet those needs.

Historically and today, higher education's most important impact on economic development remains the education of Louisiana's citizens. Students who receive a college education typically earn higher incomes as more knowledgeable members of the workforce, participate more fully in local and state government, purchase more goods and services, and subsequently generate more tax revenues to support the state's economic base. In fact, a recent United States Census Bureau report shows that a four-year college diploma can result in over $1,000 in additional monthly income.

Other parts of this Plan address Louisiana's higher education goals of providing access (Chapter V) and high quality academic programs (Chapters VI and IX). The achievement of these two goals also represents an important step toward furthering state economic development. But beyond these two direct links to economic development are higher education's service and research functions, which are discussed in this chapter.

PROJECTED WORKFORCE NEEDS

Preparing the workforce for the twenty-first century begins with an assessment of industry trends. Some employment sectors in Louisiana have grown faster than others and the workforce needs of different industries can vary considerably.

Selected data on the supply and demand for labor in Louisiana are collected through industry and agency surveys. These surveys shed some light on the state's workforce needs. Forecasting is, however, an inexact process based on limited information, and caution is required in interpreting the data.

Taking these limitations into account, existing reports suggest that job areas with the greatest absolute growth through 1995 will be in sales and sales related industries and in managerial, administrative, and supervisory areas. Table 7-1 provides a further breakdown of demand for labor by job type. Table 7-2 lists the ten occupations with the largest projected growth and decline between 1986 and 1995.

The limitations of current projection data suggest a need to improve coordination between colleges, universities, other providers of educational and training services, and the eight regional planning and economic development districts (Map 7-1).

The Board of Regents recommends the establishment of eight regional workforce development councils configured along the existing lines of the eight state regional planning and development districts.

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[4]Thurow, p. 20.

TABLE 7-1

STATE OF LOUISIANA
LABOR DEMAND BY JOB TYPE
1990-1995

JOB TYPE	1990 TOTAL DEMAND	1995 PROJECTED DEMAND	PERCENT CHANGE
	110,694	121,308	9.6
Agriculture and Fish	23,151	24,490	5.8
Help and Unskilled Labor	75,292	83,954	11.5
Sales and Sales Related	164,228	199,479	21.5
Transportation Workers	82,759	93,862	13.4
Precision Workers	19,950	23,105	15.8
Construct. and Extract.	79,916	87,282	9.2
Entertainment	9,599	10,285	7.1
Engineers and Tech.	49,349	56,400	14.3
Service Workers	70,135	79,602	13.5
Social and Public Work	77,688	74,127	-4.6
Mgrs., Admin., Sup.	169,703	186,344	9.8
Mech., Repair Assem.	103,169	117,313	13.7
Secretarial, Clerical	264,409	278,662	5.4
Medicine, Medical Rel.	98,981	113,976	15.1
Operators, Mech. Elec.	73,605	78,581	6.8
Education	88,974	102,974	15.7
TOTAL	**1,561,602**	**1,731,744**	**10.9**

Source: 1991 Micro Occupational Supply-Demand Report, State Occupational Information Coordinating Committee.

TABLE 7-2

STATE OF LOUISIANA
TOP TEN OCCUPATIONS WITH THE LARGEST PROJECTED GROWTH

OCCUPATION	TOTAL GROWTH 1986-1995	AVERAGE ANNUAL GROWTH 1986-1995
Salesperson, Retail	7,549	839
Registered Nurses	5,606	623
Truck Drivers	5,264	585
General Mgr., Top Executive	4,851	539
Janitors and Cleaners	4,117	457
Cashiers	3,659	407
General Secretaries	3,568	396
Teacher, Elementary	2,969	330
General Office Clerks	2,897	322
Welders and Cutters	2,665	296
TOTAL	43,145	4,794

STATE OF LOUISIANA
TOP TEN OCCUPATIONS WITH THE LARGEST PROJECTED DECLINE

OCCUPATION	TOTAL DECLINE 1986-1995	AVERAGE ANNUAL DECLINE 1986-1995
Ind. Truck/Tractor Oper.	-870	-97
Farm Workers	-635	-71
Data Entry/Ex. Composing	-615	-68
Roustabouts	-599	-67
Photographers	-583	-65
Tellers	-567	-63
Driver/Sales Workers	-342	-38
Elec./Elect. Assemblers	-314	-35
Bookkeepers/Acct. Clerks	-318	-35
Stenographers	-315	-35
TOTAL	(5,158)	(573)

Source: State of Louisiana, Department of Employment and Training.

MAP 7-1

LOUISIANA'S REGIONAL PLANNING
AND ECONOMIC DEVELOPMENT DISTRICTS

Source: Louisiana Department of Economic Development.

The councils would be composed of representatives from:

- Board of Regents,
- Existing Planning and Development Districts,
- State Department of Labor,
- Area City Chambers of Commerce,
- Area City/Parish Governments,
- Area Superintendents of Education,
- Regional and Other Area Technical Institutes,
- Area Colleges and Universities, and
- Other Appropriate Representatives.

Each council will be charged with assessing the workforce needs of its region of the state and will work with the regional educational leadership to see that these needs are being met. The workforce needs of existing business and industry, as well as those of prospective employers, will be considered in developing and implementing regional and statewide plans.

Improving the availability of information on the workforce needs of business and industry in Louisiana can help higher education further strengthen and target its curricula. Strengthening articulation agreements between vocational-technical institutes and colleges and universities will increase the state's ability to respond to both the short-term and long-term needs of local and regional business and industry.

LOUISIANA'S RESEARCH ENTERPRISE

Research in Louisiana's colleges and universities is undertaken in a variety of settings. The research setting depends primarily on the mission of the campus and the level of support for the project. The sites where research projects are conducted range from a single part-time faculty member at the department's office to teams of interdisciplinary faculty housed at a center or institute.

One of the economic development objectives of Louisiana higher education is to strengthen its research and development activities in order to stimulate economic growth. What follows is a review of the current status of university based research and development in Louisiana public higher education and recommendations for strengthening these activities with the aim of expanding the state's economic base. The Louisiana Education Quality Support Fund (LEQSF) program is examined from the standpoint of its impact on economic development. Additionally, some of the larger research efforts are cited as examples of university research with potential for significant economic impact for Louisiana.

LOUISIANA EDUCATION QUALITY SUPPORT FUND (LEQSF)

A sound educational system at all levels and in all disciplines that is consistently supported is crucial to (1) enhancing academic programs and (2) promoting economic development. The Louisiana Education Quality Trust and Support Funds were constitutionally created in 1986 with these two broad goals in mind.

The initial $540 million that established the Louisiana Education Quality Trust Fund (LEQTF) resulted from a resolution between the federal government and Louisiana over the formula for sharing oil and gas production revenues earned through offshore drilling. The constitutional Trust Fund has since grown to approximately $700 million. Interest earnings and royalty income from the Trust Fund finance the LEQSF. The Trust Fund has the capacity to increase to a projected $2 billion sometime early in the twenty-first century.

As constitutionally prescribed, the Board of Regents may allocate LEQSF money in any or all of four program areas: (1) Endowed Chairs, (2) Recruitment of Superior Graduate Students, (3) Research and Development (R&D), and (4) Enhancement of Academic Departments and Units. The four programs of the LEQSF represent related strategies for achieving academic enhancement and economic development. All disciplines are eligible to compete in the Graduate Fellows, Enhancement, and Endowed Chairs Programs.

Competition in the R&D Program is restricted to the sciences and engineering, fields where basic and applied research is essential to economic development.

LEQSF'S Success to Date

LEQSF investments in higher education have had a significant impact on Louisiana, both in enhancing the academic capabilities of higher education institutions and in promoting economic development. In fact, as a direct result of the establishment of LEQSF in 1986, over 45 patents have been issued to Louisiana colleges and universities or are pending.

Preliminary results from LEQSF spending indicate that investments in higher education over the first few years have generated over $174 million in external funding from federal and private sources. (See Appendix A.) Over 800 grants and contracts have been awarded thus far to Louisiana universities from external funding agencies as a direct result of LEQSF investments. Examples of LEQSF's success can be found throughout the state:

- an industry's decision to build a $200 million vanillin factory creating 200 new permanent jobs based on one funded project;
- a breakthrough discovery in controlling rice and sugarcane crop disease with a potential benefit of $45 million in crop yields;
- a campus-wide, site license grant from Digital Equipment Corporation for software valued at $44 million, which resulted from an LEQSF grant for an interactive graphics networking station;
- a patent pending on a process developed with LEQSF funds that doubles the growth rate of fish at nominal expense by increasing the content of an amino acid in feed;
- the development and prototype of orthotic devices for paraplegics, which devices are also expected to be manufactured in Louisiana;
- the development of wastewater treatment technologies for NASA with potentially unlimited applications for Louisiana industries, including fabrication of these systems in Louisiana;
- an increase in institutional collaboration, as evidenced by the six multi-million dollar, multi-institutional grants awarded to the Board of Regents on behalf of statewide university consortia.

To accelerate the leveraging of federal money with LEQSF investments, to expand opportunities, and to increase the amount of money available under the LEQSF Programs, beginning in 1991 the Regents decided to commit selected Support Fund monies to areas that coincide with constitutionally prescribed LEQSF activities. Using LEQSF money to satisfy the required state matching commitments, four multi-million dollar proposals were developed and submitted to federal funding agencies, three to the National Science Foundation (NSF) and one to the National Aeronautics and Space Administration (NASA). All four proposals were successful in the national competitions, including Louisiana Stimulus for Excellence in Research (LaSER), Louisiana Systemic Initiatives Program (LaSIP), Louisiana Space Consortium (LaSPACE), and Louisiana Collaborative for Excellence in the Preparation of Teachers (LaCEPT).

LaSER is designed to increase the competitiveness of Louisiana scientists and engineers in the federal R&D marketplace, to effect permanent improvements in the quality of science and engineering in Louisiana, and to develop human resources in the science and engineering fields. LaSER's ten-year objective is to raise Louisiana's federal R&D expenditure levels to the national average in the life sciences (particularly biological science), physical sciences (particularly chemistry), engineering (particularly chemical engineering), environmental sciences, and computer sciences.

LaSIP is a five-year, $24 million program funded by the NSF ($10 million), the LEQSF Program ($10 million), and the United States Department of Education's Eisenhower Math and Science Education Act Program (approximately $4 million). The $10 million in LEQSF funding has been dedicated from the LEQSF appropriation from both the Board of Regents and Board of Elementary and Secondary Education ($1 million annual allocations each over five years). The program's systemic approach to reform classroom mathematics and science education is guided by eight separate initiatives, each of which is being implemented by a separate panel of teachers, administrators, business leaders, professors, and government representatives. The eight initiatives are inservice, preservice, educational technology, professional partners, information dissemination, curricula and curricular materials, teacher certification, and testing and evaluation.

As a component of LaSIP, and consistent with its philosophy and goals, LaCEPT is a five-year, $6.5 million program funded by NSF ($4 million) and LEQSF ($2.5 million) dedicated to statewide, systemic reform of teacher education in mathematics and science. LaCEPT's programs are designed to attain four goals: (1) reorganize campus priorities and policies; (2) establish partnerships between the school and college sectors; (3) expand the boundaries of research and practice; and (4) maintain national standards for teacher performance as students progress from preservice, to certification, to extended inservice. LaCEPT builds upon LaSIP's organizational base while expanding dramatically LaSIP's efforts in teacher preparation. Together, LaSIP and LaCEPT are designed to address Louisiana's immediate and long range needs in mathematics and science education.

The purpose of LaSPACE is to develop an infrastructure for bringing aerospace research in Louisiana to nationally competitive levels and to improve the overall quality of aerospace research and education. Funding includes $600,000 from NASA ($150,000 annually) and $500,000 from LEQSF ($100,000 annually for five years). The program began in FY 1991-92 and is intended to run through FY 1995-96.

Two other statewide planning grants have been awarded to Louisiana as a result of the Regents' efforts under LEQSF: one from the United States Department of Energy and the other from the United States Environmental Protection Agency. The purpose of these grants is to identify the state's priorities in energy and environmental research and education, respectively, and to develop multi-million dollar implementation proposals which, if funded, will enhance the quantity and quality of research and traineeships in targeted energy and environmental areas.

MAJOR RESEARCH CENTERS AND INSTITUTES

Louisiana's research and development base includes several important components beyond the state's broad-based program funded through LEQSF. Among these components are the Pennington Biomedical Research Center, the Louisiana State University and A&M College's Center for Advanced Microstructures and Devices, the Louisiana State University and A&M College's Louisiana Transportation Research Center, the Louisiana State University and A&M College's Center for Coastal, Energy, and Environmental Resources, the University of Southwestern Louisiana's New Iberia Research Center, the Louisiana State University Agricultural Center, Louisiana Tech University's Institute for Micro-manufacturing, the Louisiana State University Medical Center's Neuroscience Center of Excellence, the Louisiana Universities Marine Consortium, and an assortment of other university-based research centers and institutes located throughout the state. A brief description of each of these centers appears in Appendix B.

Economic Impact Summary

The LEQSF and each of the centers and institutes located on Louisiana's college and university campuses have a substantial impact on Louisiana's economy. The combined budgets of LEQSF and these centers and institutes totaled over $80 million in 1990. It is estimated that 35 to 40 percent of these funds came from federal and private sources. Clearly, the state's contribution serves as an important leverage for attracting funding from outside sources.

New products and services developed from initial R&D investments contribute significantly to Louisiana's economic base, as indicated by the numerous successes of the LEQSF program. Additionally,

all funds that support Louisiana's R&D base, regardless of their source, are reinvested many times over in the state's economy. For example, using the input/output (I/O) table constructed by the Bureau of Economic Analysis in the United States Department of Commerce and housed in the Department of Economics at Louisiana State University and A&M College, one can estimate the multiplier effects that the infusion of $17 million in new funds leveraged by LEQSF monies creates on the Louisiana economy: (1) $356.2 million in new revenues to Louisiana firms and organizations; (2) $141.6 million in new income for Louisiana citizens; and (3) 7,042 new jobs for the state's citizens.

OTHER UNIVERSITY BASED RESEARCH CENTERS AND INSTITUTES

In fall 1990, the Board of Regents' staff conducted a survey of public higher education institutions concerning research centers and institutes at state colleges and universities. In addition to those centers and institutes listed in the previous sections, a number of other centers have substantial annual budgets and attract sizeable federal and private financial support through a variety of grants and contracts. The Regents' staff categorized these centers and institutes based on the type of research activities in which they are primarily involved. The nine R&D categories are listed below with the number of centers and institutes in each category.

1. Biomedical/Health Sciences (6)
2. Economic Development/Small Business (23)
3. Energy/Environment/Related Engineering (18)
4. Industrial/Manufacturing/Related Engineering (5)
5. Computer Technology/Electronics (3)
6. Agriculture/Forestry/Fisheries (4)
7. Transportation (1)
8. Social Science & Services/Cultural Heritage (15)
9. Education/Training/Professional Development (15)

Almost half of the centers and institutes conduct research in energy and environmental studies or in economic development areas.

RESEARCH DIRECTIONS AND IMPLICATIONS

The extent of Louisiana's R&D activities can be framed within the scope of activities occurring across the SREB region. For example, in 1989 over 72 percent of university based R&D spending in SREB states was in life sciences and engineering. Targeting LEQSF funds for biomedical, health sciences, energy, and environmental research is consistent with research spending across other SREB states and appropriate to Louisiana given the state's research base in these areas.

Louisiana, like other states, needs a strong research infrastructure in order to retain science and engineering faculty and to attract funding from federal and private sources. But state and institutional investment must be prioritized and coordinated to achieve the most efficient and effective utilization of resources. The state's regional economic development districts and the proposed workforce development councils would form a foundation for strengthening coordination and maximizing development opportunities.

As part of this effort, the Board of Regents recommends that Louisiana develop a statewide engineering and technology extension service. This service would be patterned after the system of agricultural extension services which remains one of the most successful enterprises between government, universities, and business/industry to date.

The goal of the technology extension service would be to shorten the time between the laboratory development of technology and the application of that technology in the marketplace. This initiative would call for establishing engineering and technology transfer teams on the public campuses that house Louisiana's engineering programs. The engineering and technology transfer teams would work with businesses and industries to facilitate the introduction of the latest technology into the private sector.

All but three SREB states--Florida, Mississippi, and Louisiana--have state supported technology assistance programs.[5]

Teams would work closely with both the regional economic development districts and proposed workforce development councils so that businesses and industries would have greater access to both a trained workforce and the technological expertise necessary to make their operation competitive in the global economy.

Coordinating R&D activities is the key to realizing the full potential for economic development from R&D investments. Coordination must occur among research components within universities, across institutions, and between public and private research sectors. Consideration must also be given to making both instructional and research activities international.

New discoveries, products, and services that can result from collaborative research, and the important economies of scale that can be achieved from such efforts, could be lost unless more is done to promote collaboration. Identifying and removing state and institutional barriers that impede collaborative research must become a top priority. Strengthening Louisiana's R&D infrastructure through additional support and improving the coordination of existing research activities will ultimately contribute to a stronger state economy.

PROMOTING ECONOMIC DEVELOPMENT THROUGH INTERNATIONAL EXCHANGE

The development of the global economy has long range implications for the state and its higher education system, and Louisiana must prepare its citizens to compete in an increasingly interdependent world. Postsecondary education must equip students with the knowledge to understand international issues and events that can dramatically shape their lives.

As the Regents' Task Force on International Education has indicated, most students enter college with little or no international awareness. To become part of the global economy, students require linguistic, business, and cultural skills that will allow them to compete in international markets for goods and services. Clearly, both the instructional and research activities of postsecondary education play an important role in providing such knowledge.

Data in the Task Force Report on International Education provide a measure of foreign interest and investment in Louisiana. For example, approximately 415 foreign companies have operations in Louisiana.[6] The Institute of International Education estimates that foreign students attending colleges and universities in Louisiana spent over $38 million in cost-of-living expenses alone in the 1990-91 academic year. Obviously, there is an immediate economic impact resulting from enrolling foreign students. There is also a long-term impact that can result from foreign citizens coming to Louisiana for business and educational purposes.

In support of efforts promoted by its Task Force on International Education, the Board of Regents recommends:

- **promotion of higher education as an export item by the Louisiana Department of Economic Development;**
- **inclusion of faculty with appropriate expertise on international trips to promote trade and investment in Louisiana;**

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[5] Increasing the Competitiveness of America's Manufacturers: A Review of State Industrial Extension Programs, National Governor's Association, 1991.

[6] Source: Chamber of Commerce of the New Orleans and River Region.

- development of area studies programs by colleges and universities in order to promote international awareness; and

- maintenance of a data base by the Board of Regents of faculty with international expertise, which will be available to any parties interested in developing international trade.

Since Louisiana's research infrastructure is a significant resource for promoting economic development in the state, it is recommended that institutions more fully investigate possibilities for collaborative research projects with international colleagues.

CHAPTER VIII

DIVERSITY

Among the challenges facing Louisiana public higher education is the task of educating students to live harmoniously in a diverse, pluralistic society. Increasing the awareness of the broad cultural differences in international relations among students, faculty, and staff is important to future success in a varied and changing global society.

This plan seeks to respond to the following trends:

- the tendency of institutions to spread existing resources over a broad area of degree programs;
- the growing awareness of racial and cultural tensions on Louisiana campuses; and
- the increasing importance of understanding world cultures in preparation for the continuing internationalization of the economy.

INCREASING DIVERSITY AMONG INSTITUTIONS

As mentioned elsewhere in this plan, no single institution of higher education can respond to all of the demands for postsecondary education programs and services. In order to provide the best higher education services, resources must be used efficiently to support a comprehensive state system of institutions providing a variety of educational opportunities.

Each institution in Louisiana must concentrate its resources on the kinds of academic programs that it is most capable of providing. To increase diversity and improve access to a variety of educational opportunities, the Board of Regents has adopted clear and concise role, scope, and mission statements that emphasize the particular strengths of each institution. (See Chapter IV.)

The Regents also urges each management board to consider strategies that emphasize cost-effective ways of meeting educational needs such as initiating cooperative endeavors among institutions in geographic proximity. The benefits that can result from such initiatives are numerous and worthwhile. Through cooperation, institutions can improve cost effectiveness, enhance academic programs, and expand cultural opportunities.

PROMOTING DIVERSITY WITHIN THE CAMPUS COMMUNITY

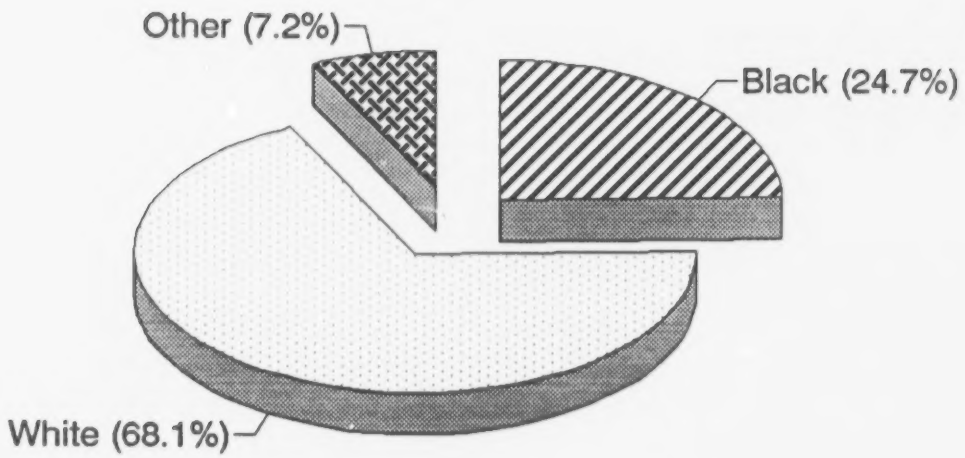
In order to make learning more effective and to produce high quality graduates capable of becoming productive members of the state's and the nation's workforce, the university community should be exposed to the diversity of people and ideas that make up American and world societies. Statewide efforts to promote diversity within Louisiana campus communities concentrate on recruiting and retaining faculty, staff, and students of diverse backgrounds, improving graduation rates, and improving the campus environment.

Recruitment

The Board of Regents recognizes the need for, and the advantages of, increasing the participation rates in higher education among all Louisiana citizens. Current postsecondary participation rates among racial and ethnic groups are illustrated in Chart 8-1. The data in Chart 8-1 indicate that the racial makeup of Louisiana's public higher education student body approximates that of the state's population as a whole: 30.8 percent black; 67.3 percent white; and 1.9 percent other. However, it is also clear that additional efforts must be undertaken to encourage greater participation in higher education by black citizens.

CHART 8-1

PERCENT OF ENROLLMENT BY RACE/ETHNICITY
IN LOUISIANA PUBLIC HIGHER EDUCATION, FALL 1992



Source: IPEDS.

The Board of Regents therefore recommends these further initiatives to increase participation and achievement rates among all college-going Louisiana citizens:

- **seek creative ways to remove financial barriers that prevent students from economically disadvantaged backgrounds from attending college;**
- **encourage more outreach into public high schools to advise junior high and high school students about postsecondary education opportunities;**
- **encourage the transfer of students from two-year to baccalaureate degree-granting institutions through articulation agreements, dissemination of information, and intensive counseling; and**
- **provide services for non-traditional students.**

Teachers remain one of the most important role models for schoolchildren. United States Department of Education projections indicate that minorities will make up 33 percent of all school-aged children nationwide by the year 2000, and 39 percent by 2020. By contrast, the number of minority elementary and secondary teachers has declined steadily since 1978. Louisiana State Department of Education statistics indicate that the gap between the number of minority elementary and secondary schoolchildren and the number of minority teachers in Louisiana is widening. The number of minority schoolchildren in Louisiana is projected to continue to grow through the remainder of the decade and beyond, but the number of minorities earning degrees in teacher education continues to decline.

Louisiana must take steps to increase the number of minority teachers in the classroom as a way of providing important role models for children and young adults.

The Board of Regents recommends that an ongoing competitive program be established and funded to increase the recruitment and preparation of minority teachers. The Board will request from the legislature, as part of its 1995-96 budget, $250,000 in seed money for the program. The funds will be used to provide institutional grants awarded on a competitive basis for unique proposals to increase recruitment of minorities into teacher education programs. Funds may also be used for modest stipends for exceptional minority students in teacher education programs. These funds, together with existing aid programs, should enable any minority student to pursue a degree in education at a public college in Louisiana.

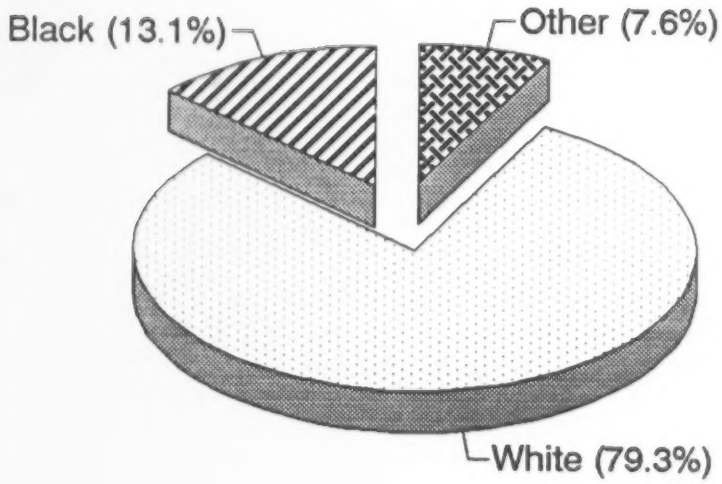
As part of the program recommended above, universities should enter into collaborative arrangements with local schools to create programs that encourage minority students to pursue a college education in general, and a career in teaching in particular. Specific needs for teachers could be targeted (e.g., more males in elementary education, more females in mathematics and science). To date, two programs are underway to encourage more minority students to pursue teaching. The LaSIP and LaCEPT programs discussed in Chapter VII include the active recruitment of minority teachers and teachers of minority students to improve mathematics and science education.

Faculty diversity must also be encouraged at Louisiana colleges and universities. Chart 8-2 displays data on the racial composition of faculty in Louisiana's higher education system. There is a large disparity between the number of black faculty and the number of black citizens in the state. This disparity does not exist only in Louisiana: it exists nationwide.

In order to attract and retain a diverse faculty at the state's colleges and universities, the Regents supports the management boards' and the institutions' efforts to provide equal employment opportunities for all prospective faculty members and administrators. Additionally, the Board of Regents encourages the management boards and institutions to develop and promote initiatives to attract and retain the best qualified faculty and administrative staff, including individuals from other states and foreign countries.

CHART 8-2

PERCENTAGE OF FACULTY BY RACE
IN LOUISIANA PUBLIC HIGHER EDUCATION, FALL 1992



Source: Louisiana Board of Regents.

Retention and Graduation

Recruiting and enrolling students in higher education institutions is one step in the education process. A real test of an institution's commitment to diversity is its ability to retain students and to see that they graduate in a timely manner. A topic that has received a lot of attention over the past few years is retention and graduation rates. It is difficult to define clearly either a retention or graduation rate because of methodological inconsistencies among researchers.

Because of student employment, developmental education, family responsibilities, degree requirements, and other factors, students are increasingly taking more than four year to complete their degrees. A more practical standard for measuring completion is five or even six years. The Regents' data indicate that approximately one-third of the students entering Louisiana higher education graduate within six years.

It is critical that Louisiana's colleges and universities take whatever steps are necessary to increase the retention and graduation rates of students in general and minority students in particular. The Regents encourage each institution to review periodically its retention plan. Some initiatives may need to be strengthened with:

- Summer "bridge" programs for high school and community college transfer students;
- Academic counseling; and
- Articulation agreements between institutions.

Although the Regents' system for measuring retention and graduation rates has been adequate, the greatest problem area continues to be the clear identification of degree-seeking students.

> **The Board of Regents recommends that the Louisiana Information Council review the Board of Regents' Statewide Student Profile System (SSPS). The Council will suggest revisions to the SSPS in order for the system to more accurately track students for purposes of determining retention and graduation rates. These changes should be implemented in time for data collection in fall 1994.**

Campus Environment

In response to the apparent rise in racial incidents on Louisiana college and university campuses in the late 1980s, the Board of Regents adopted the following resolution in May 1990:

> Be it resolved that: The Board of Regents of Higher Education urges and requests that all Louisiana institutions of public higher education establish and maintain appropriate programs of student orientation, course offerings and other initiatives designed to increase the atmosphere of receptiveness to and understanding of cultural, ethnic, religious, and gender differences among their students, to monitor carefully the level of tension flowing from a lack of understanding of such differences, and to take all reasonable actions to prohibit the augmentation of such tension on their campuses regardless of its source.

The 1993 Board of Regents' review of institutional efforts, which were in part due to institutional responses to the resolution, indicates that overall, institutions administer a wide variety of programs and activities to foster diversity. Chart 8-3 illustrates the types of efforts being undertaken.

The Board of Regents encourages the institutions to continue to develop and administer programs that foster diversity and understanding among campus populations. The Regents also encourages institutions to share information and resources. The Board of Regents' Task Force on Cultural Diversity recommended numerous actions to ease tensions and promote diversity.

CHART 8-3

PROGRAMS AND ACTIVITIES TO INCREASE CULTURAL, ETHNIC, RELIGIOUS, AND GENDER AWARENESS AMONG STUDENTS

	DEC	GSU	LA TECH	McN	NICH	NLU	NSU	SLU	USL	LSUBR	LSUA	LSUE	LSUS	UNO	LSUMC	LSU LAW	SUBR	SUNO	SUS
HUMAN RELATIONS COMMITTEE OR DIVERSITY COMMITTEE	✓		✓	✓	✓		✓	✓		✓		✓		✓			✓		
DISCRIMINATION, HARASSMENT AND HUMAN RELATIONS POLICY, OR POLICY STATEMENT	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	
FORUMS, CONFERENCES, SEMINARS, LECTURE SERIES	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
INTERNATIONAL STUDENT EXCHANGE OR STUDY ABROAD PROGRAM	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	
ECUMENICAL SERVICES	✓	✓		✓		✓		✓	✓		✓	✓	✓	✓	✓		✓	✓	
SPECIAL PUBLICATIONS FOR MINORITIES, INTERNATIONAL STUDENTS	✓		✓		✓			✓		✓	✓		✓	✓			✓		
ACQUAINTANCE/DATE RAPE AWARENESS EFFORTS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	
MINORITY AFFAIRS COMMITTEE OR OFFICE			✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		
INTERNATIONAL DAY/WEEK/MONTH	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓			✓	✓	
CULTURAL AWARENESS SEGMENTS IN HISTORY AND SOCIAL SCIENCE COURSES	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓		
DIVERSITY COMPONENTS OF STUDENT ORIENTATION			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓				✓	
SENSITIVITY TRAINING PROGRAMS FOR FACULTY, STAFF, AND STUDENTS			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓					✓
COURSES RELATED TO CULTURE, ETHNICITY, RELIGION, OR GENDER	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	
SPECIAL STUDENT ORGANIZATIONS AND PROGRAMS FOR MINORITIES	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MINORITY STUDENT RECRUITMENT	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

The Board of Regents adopts the following actions and recommends that the management boards and institutions:

- **establish a mechanism for conflict resolution, so that conflicts are resolved quickly before they escalate;**
- **offer voluntary diversity workshops or seminars to interested faculty, staff, and students on combatting discrimination and harassment on the campus;**
- **establish forums and colloquiums to encourage open intellectual discussion of racial and ethnic issues among students, staff, and faculty; and**
- **establish and maintain a university task force to survey faculty, staff, and students annually to assess the prevalence and effects of tensions between individuals or groups on campus and to measure the success of programs and activities aimed at alleviating problems.**

To foster better relations between individuals and to enhance learning on Louisiana college and university campuses, the Board of Regents affirms the rights of all Louisiana citizens to equal education and employment opportunities at state colleges and universities. The Regents encourages all institutions to adopt policies that oppose all forms of harassment, if they have not already done so.

INCREASING CULTURAL AWARENESS OF STUDENTS, FACULTY, AND STAFF

Human needs constantly change because of demographic shifts, technological innovations, and major political and economic events. Expanding technology, environmental issues, international market competition, and growing needs for agricultural and energy resources are issues Louisiana must face in the future. Consequently, one task of higher education is to understand these issues and integrate an awareness of them into educational programs.

Curriculum

Racial and ethnic tensions can be eased through studying the world's diverse cultures. Understanding and appreciating different cultures will open the way to understanding others in America's melting pot and will ultimately help ease tensions not only on campuses but also in society as a whole.

The most common strategy used by faculty to improve cultural awareness is to incorporate culturally diverse materials into existing courses. For the strategy to be successful, the materials must be added to required courses in the curriculum. Promoting cultural awareness through existing required courses has the greatest impact on the largest number of students. Colleges and universities using this strategy do not have to hire a large number of new faculty with international expertise.

To provide students with greater exposure to other cultures, both the Board of Regents' Cultural Diversity Task Force and its Task Force on International Education recommended that the Board of Regents require an international component in the curriculum. The purpose of the Task Forces' recommendation was to help students gain a greater understanding of and appreciation for other traditions, customs, and world views. Examples of such courses suggested by the Task Force are Non-Western Culture, Global Issues, and Third World Studies.

Understanding diverse and changing cultures can provide a strategic advantage to college educated individuals entering the workforce. The International Education Task Force recommended that such course offerings should relate to vocational goals as well as cultural and intellectual ones.

In 1986, the Board of Regents adopted general education requirements for all of Louisiana's public colleges and universities. The need for understanding and appreciating diverse cultures, together with the importance of being knowledgeable about today's world and changing economy, necessitates that Louisiana once again review its general education requirements.

The Board of Regents recommends the establishment of a general education task force similar to its Statewide Task Force on General Education in 1985. The task force will be charged with (1) the review of the responses of colleges and universities to the current general education requirements, (2) the determination of the proper role of cultural diversity and international education in the core curriculum, and (3) the design of revised general education curricula, if necessary, for Louisiana public higher education.

Foreign Language Study

Foreign language study is one way to increase students' exposure to other cultures. Any strategy aimed at promoting cultural awareness and understanding should address foreign language training. To be part of a comprehensive international strategy, foreign language courses should include history, geography, economics, and politics, not merely grammar and language arts. While students are learning the language, they should also learn about the culture and institutions of the region or nation represented by that language.

In reviewing the language programs in Louisiana, the International Education Task Force found that they were primarily traditional in nature, focusing on grammar, literature, and language arts. This traditional approach does not fully meet the needs of students interested in international business. Therefore, departments need to reassess their programs to better meet student needs.

Study Abroad and Faculty Exchange Programs

Advances in teaching and research increasingly require the expertise of faculty from around the world. During the 1991-92 academic year, nine Louisiana institutions reported offering a total of 225 courses in 15 foreign countries with a total enrollment of 1,729. Much of the instruction was offered in France. Courses were also offered in Austria, Belgium, Canada, Great Britain, Germany, Honduras, Hong Kong, Hungary, Italy, Japan, Mexico, Russia, and Spain.

Exchanges of teachers and researchers adds an international dimension to campus life and promotes cross-cultural understanding. By participating in exchanges, the faculty's and the students' interest in and knowledge of other cultures is greatly increased.

The Cultural Diversity Task Force recommended that each institution explore and implement, as feasible, exchange programs with foreign universities, particularly those outside Western Europe. Efforts to promote study programs abroad and international faculty exchange should be priorities at each institution because such programs can contribute significantly to the state's economic future. If such efforts are not financially feasible or practical, institutions should work together to include individuals from institutions where there are no such programs.

International Students

International students provide an invaluable resource to colleges and universities in the state. These students enrich the educational atmosphere at Louisiana institutions and benefit the state economically both in the short term and long term. (See Chapter VII.)

Louisiana is uniquely situated to promote and benefit from international exchange. Louisiana enjoys a multicultural, multiracial, and multilingual heritage. Both inside and outside the classroom, students from other countries can provide an international and cross-cultural perspective on both domestic and international issues. They can serve as both university and classroom resources, and their day-to-day interaction with other students can help prepare Louisiana students to live in an increasingly interdependent world. More than 5,000 foreign students attend institutions of higher education in Louisiana.

The National Association of Foreign Students Affairs (NAFSA) Standards and Responsibilities in International Educational Interchange says:

> U.S. students need increasing exposure to persons of other cultures in order to enrich their own educational experiences for their careers in this and the next century.... Research and experiences continue to document that meaningful interpersonal contact with members of other countries and cultures can lead to understanding of social, educational, economic, cultural and political interactions and ultimately to improved international relations.

The International Education Task Force recommended and the Board of Regents suggests that higher education institutions review their services to international students and be guided by NAFSA standards.

PROMOTING DIVERSITY AND UNITY

While it is important to promote diversity in the student population, it is perhaps more important to focus on the common commitment to provide high quality education at all levels. Emphasis should be placed on building larger loyalties within a diverse student body, faculty, and administration, and on promoting civic participation. Creating a sense of unity among all students through programs that promote common endeavors is the best way to combat racial and ethnic tensions on college and university campuses.

Efforts are needed to unify the campus populations. Separation often tends to foster strife and division. In his book The Disuniting of America, Arthur Schlesinger succinctly defines both the problem and the solution with which higher education must wrestle:

> The question America confronts as a pluralistic society is how to vindicate cherished cultures and traditions without breaking the bonds of cohesion--common ideals, common political institutions, common language, common culture, common fate--that hold the republic together.
>
> Our task is to combine due appreciation of the splendid diversity of the nation with due emphasis on the great unifying Western ideas of individual freedom, political democracy, and human rights. These are the ideas that define the American nationality, and that today empower people of all continents, races, and creeds.

CHAPTER IX

EFFECTIVENESS AND ACCOUNTABILITY

The Board of Regents, in fulfilling its constitutional responsibilities, is offering approaches in this plan to redirect and concentrate resources, to increase institutional effectiveness, and to provide accountability for Louisiana's higher education system. Chapter IX examines some of these efforts.

ACCOUNTABILITY IN LOUISIANA PUBLIC HIGHER EDUCATION

In these times of funding shortages, taxpayer revolts, and increased competition among various state services, it is more important than ever to demonstrate the importance of higher education to the citizens of Louisiana.

Previous discussions concerning access (Chapter V) and economic development (Chapter VII) have provided information about higher education's role in improving the quality of life in the state. Nevertheless, it is incumbent upon Louisiana public higher education to continue to demonstrate to the taxpayer that it is using the state's resources to provide quality education services in the most effective and efficient manner.

There is a need for statewide assessment of Louisiana public higher education that includes a comprehensive accountability system. Assessment now occurs independently across many higher education arenas. The current piecemeal approach is both inefficient and unjustifiable given existing fiscal constraints. A review of the 50 states reveals that over half have a comprehensive statewide assessment system in place. There have been numerous requests for a more systematic assessment program in Louisiana.

Today, Louisiana's public higher education system does not have a uniform accounting and reporting system capable of meeting all the demands for information from the governor, the legislature, and the public. A Board of Regents' Task Force is in the process of developing a uniform system of reporting financial information. This system should be implemented by 1994. In addition, Act 237 of the 1993 Regular Session of the Louisiana Legislature established the Louisiana Accountability in Public Higher Education Advisory Committee. The Committee is charged with designing a higher education accountability system for Louisiana. The work of this committee goes hand in hand with the Regents' belief that an important measure of accountability is quality and the ability to define and measure excellence.

> **The Board of Regents recommends the establishment of the Louisiana Excellence Council. The Council will consist primarily of the chief academic officers of the campuses and systems. Chaired by the Board of Regents' Deputy Commissioner for Academic Affairs and Sponsored Programs, the Louisiana Excellence Council will respond to the need for accountability measures in Louisiana's public institutions of higher education, design appropriate instruments and systems to accomplish this goal, and suggest measures to improve the overall performance of Louisiana's public colleges and universities. The Deputy Commissioner will convene the first meeting of the Council no later than March 30, 1994.**

The products of the Louisiana Excellence Council can be used by higher education in responding to questions about accountability and similar matters. The Council will call on the Louisiana Information Council for technical advice when appropriate.

The most important work of the Louisiana Excellence Council will not be in designing and collecting information or in publishing reports and responding to requests for information. The most important work of the Council will be in its devotion to using the information gathered to recommend steps to improve public higher education in Louisiana.

INCREASED FUNDING TO SUPPORT OPERATIONS

An institution's effectiveness and its ability to expand depend in part upon the availability of funding to support operations. Inflation erodes existing purchasing power; new initiatives require funding. As the data in Table 9-1 indicate, Louisiana ranks 41st in the United States in per capita tax appropriations for higher education operating expenses which is approximately 16 percent below national and regional averages.

Overall, state funding of Louisiana's higher education system has been reduced by over $141 million since 1981 through across-the-board cuts and other reductions. Table 9-2 shows recent trends in higher education funding in the SREB region and Louisiana. As the data indicate, had Louisiana provided the SREB average funding for higher education over the last decade, Louisiana's colleges and universities would have received additional funding in excess of $3 billion. State support clearly impacts the overall quality of higher education in Louisiana and limits the state's capacity to attract and retain qualified faculty and students. (See Chapter VI.)

Total tuition and fees charged by Louisiana's colleges and universities have risen substantially over the past decade partly in response to limited state appropriations. The lack of state funding is evident in the levels of support expressed through the implementation of the state's higher education funding formula. Table 9-3 displays data on the gap between formula dollars required for the SREB average funding and dollars appropriated for Louisiana higher education.

During the period 1974-75 through 1984-85, formula funding in Louisiana ranged from 80 percent to 103 percent of required needs. However, data in Table 9-3 indicate that since 1984-85, funding for the General Fund Requirement (GFR) formula has decreased to its current level of approximately 62 percent, which represents a shortfall of almost $245 million in estimated formula needs for 1993-94.

While those who benefit most from higher education should pay an appropriate share of the cost of these services, students from lower and middle income households can be denied access because of high costs.

The Board of Regents recommends that the state's General Fund Requirement formula, which provides for average SREB funding, be fully funded by the legislature.

INCREASED SUPPORT FOR FACILITIES' CONSTRUCTION AND MAINTENANCE

The primary functions of higher education are instruction, research, and public service. When considering excellence and quality, faculty is the most essential component. Still, adequate facilities are required to support teaching. Beyond a doubt, buildings that are functionally designed, aesthetically compatible with the education process, comfortable, and safe for their occupants are most conducive to instruction and optimal learning.

Louisiana must commit to providing adequate facilities for the balance of the 1990s in order to move into the next century. Four primary factors will drive the need for construction of higher education facilities for the balance of this century.

- The need for basic space;
- The content of instruction and its delivery mechanism;
- Construction mandated by laws or codes; and,
- Upkeep and maintenance of aging facilities.

The Need for Basic Space

Enrollment growth and the oil boom drove the expansion of Louisiana's higher education facilities from the end of World War II through the 1970s. Enrollment then stabilized and was followed by some periods of modest decline during the mid 1980s (Chart 3-3).

TABLE 9-1

APPROPRIATIONS OF STATE TAX FUNDS FOR OPERATING EXPENSES OF HIGHER EDUCATION IN SREB STATES FY 1991-92

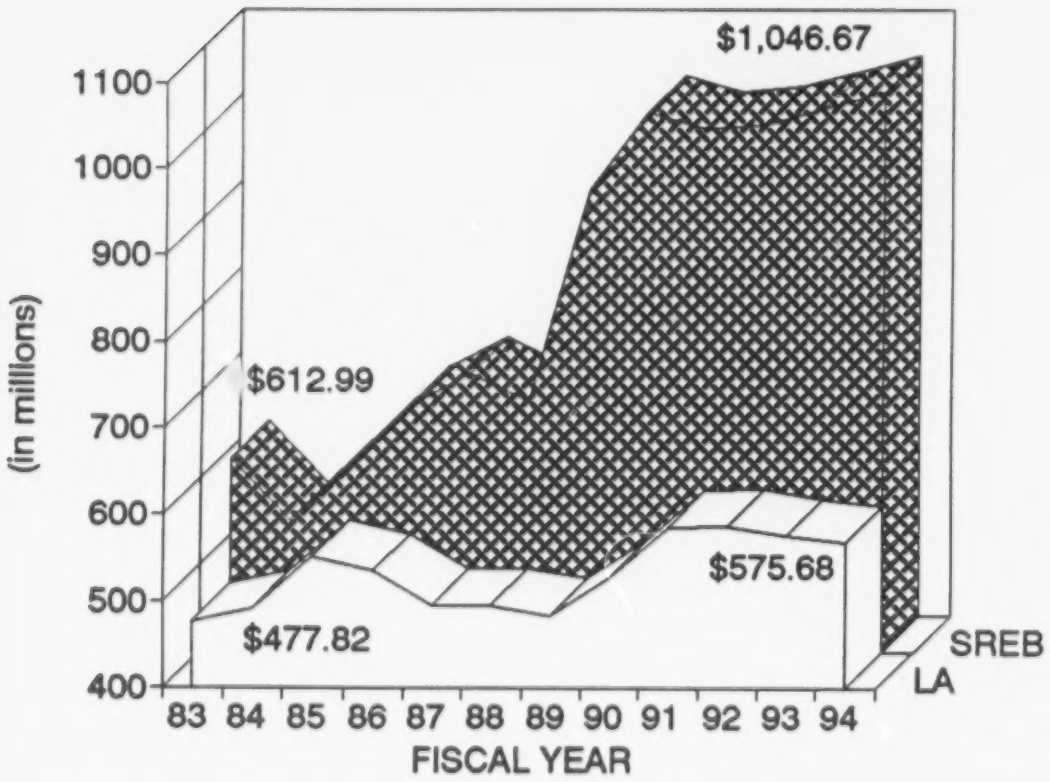
STATE	APPROP. PER CAPITA	NATIONAL RANK	DIFFERENCE FROM SREB AVERAGE
US Average	$161.47		$ -1.93
SREB Average	163.40		
Alabama	195.92	10	32.52
Arkansas	164.57	27	1.17
Florida	114.89	46	-48.51
Georgia	134.96	42	-28.44
Kentucky	174.10	19	10.70
Louisiana	136.10	41	-27.30
Maryland	168.33	21	4.93
Mississippi	160.23	30	-3.17
North Carolina	218.11	7	54.71
Oklahoma	172.39	20	8.99
South Carolina	181.90	15	18.50
Tennessee	141.97	39	-21.43
Texas	166.12	23	2.72
Virginia	166.49	22	3.09
West Virginia	154.96	33	-8.44

Source: December 1991 - January 1992 Grapevine (1990 Population, United States Department of Commerce) as reported by the Louisiana Board of Regents.

TABLE 9-2

HISTORICAL TREND OF STATE FUNDING

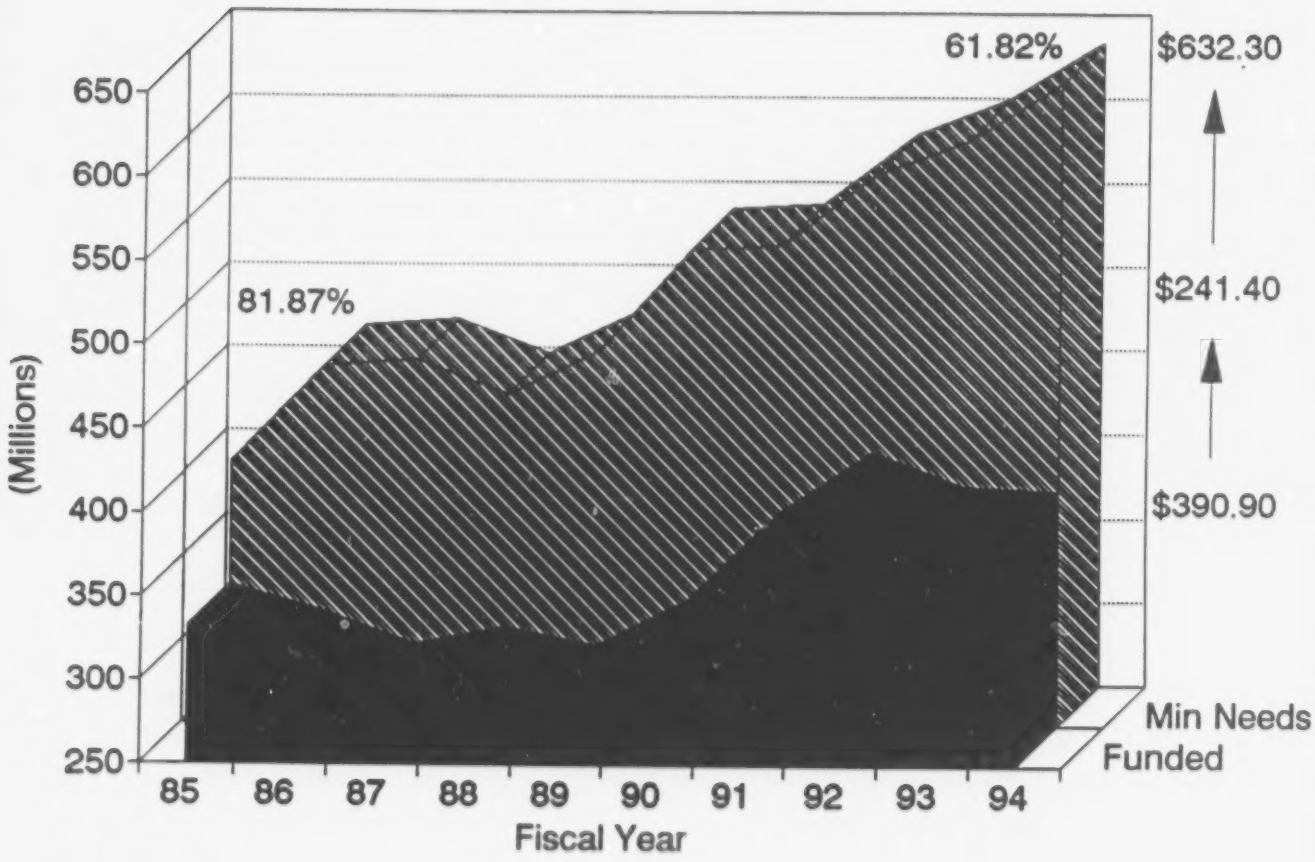
(Total--Higher Education Inclusive)



Source: Louisiana Board of Regents.

TABLE 9-3

FUNDED VS. REQUIRED FORMULA NEEDS



Source: Louisiana Board of Regents.

The first part of the 1990s showed a steady increase in higher education enrollment, with significant growth at certain campuses. If those large increases are not temporary, new construction will have to be undertaken to accommodate that growth.

> **The Board of Regents recommends that the institutions and the management boards closely monitor any changes in enrollment. Those institutions experiencing significant enrollment increases or increases in student classroom hours over time should request new facilities in a timely manner to minimize space shortages on campus.**

The Content of Instruction and Its Delivery Mechanisms

Higher education is constantly changing. As technology evolves, as the body of knowledge increases, and as new techniques for delivering education advance, the teaching process must keep pace. As a result, technologically advanced and highly equipped facilities will be needed to carry out the specialized teaching and research functions essential to universities.

> **The Board of Regents recommends that new projects which relate to advanced technology or whose research function relates to critical world issues or long-term economic development for the citizenry of Louisiana be highly supported.**

The renovation of existing facilities is cost effective. Renovating older facilities typically costs less than constructing new ones, has less impact on operational costs when completed, is proximate to the heart of the campus, frequently adapts to a new function most readily, tends to resolve long-standing maintenance problems, and answers the question of what to do with otherwise problem buildings.

> **The Board of Regents recommends that except for those projects specifically derived from the need to add basic space or high-technology space as outlined above, projects to renovate existing space be given priority over other new construction.**

Law or Code Mandated Construction

In the past, code-imposed construction has been minimal. As a matter of practice and law, it was necessary to provide for safety and fire protection. Most of that was built into new construction, and subsequent code-inspired renovation was required only when the rest of the facility itself was the subject of a major renovation.

During the past decade, higher education has experienced code-mandated construction in which the work must be performed regardless of any other considerations. This trend is expected to continue and become even more stringent. In addition, emergency situations that pose some threat to the physical safety of those using facilities will continue to occur from time to time. These include structural deficiencies, electrical hazards, and unique situations.

On a statewide basis, completing renovations that are either mandated or prudent will be extremely expensive.

> **The Board of Regents recommends that a fund be established in the Division of Administration dedicated to bringing state-owned facilities into compliance with all mandated codes and to correcting emergency conditions.**

Upkeep and Maintenance of Aging Facilities

Higher education has documented that many of its facilities are in a serious state of deterioration. Budgetary shortfalls and the accompanying cuts to higher education over the past decade have forced campus officials to curtail much needed maintenance. Higher education has estimated its deferred maintenance needs, exclusive of major renovation needs, at approximately $100 million. Unless the state acts in the very near future to reverse this trend, many of the facilities

will deteriorate beyond the need for maintenance and repair and will become subject to major renovation or demolition and replacement.

Emphasis on renovation in lieu of new construction mitigates the deferred maintenance situation somewhat. Renovation projects inherently include facility renewal.

The Board of Regents recommends that the Division of Administration develop a deferred maintenance plan for the state of Louisiana, including a timetable to reduce and then eliminate all deferred maintenance. The funding for this plan must not be used for any other purposes, including current maintenance.

REVIEW AND REVISION OF THE CURRENT FUNDING FORMULA

Article VIII, Section 5.(D)(4) of the Louisiana Constitution of 1974 mandates that the Board of Regents "formulate and make timely revision of a master plan for higher education. As a minimum, the plan shall include a formula for equitable distribution of funds to the institutions of higher education." The Estimated General Fund Requirement Formula: Revised 1993 (GFR) appears as Appendix C to this plan.

The complex character of higher educational institutions, combined with changing enrollments and increasing operational costs in the 1990s, requires a uniform method for distribution of tax dollars to the state's colleges and universities. With the GFR formula, the Board of Regents recommends an amount of money appropriate for an institution to operate efficiently in keeping with its role, scope, and mission. The GFR formula generates funding to support an institution at 75 percent of its educational and general expenditure needs. The remaining 25 percent of an institution's funding should come from other sources such as tuition, grants, and contracts. (See recommendation on page 33.)

The GFR formula is (1) the basis upon which the Board of Regents requests appropriations for the formula institutions; (2) an equitable estimator of funding needs for institutions of different sizes; and (3) an equalizer of fund allocation if the state is unable to provide adequate funding levels for higher education.

The primary advantage of using the GFR to determine state appropriations is that it is objective. The collection of measurable data from the institutions permits the use of mathematical calculations to determine the GFR for each formula institution. This procedure eliminates subjective evaluation and identifies the needs of all institutions in comparable terms.

The Board of Regents remains committed to the practice of funding institutions through the use of a formula. The formula must be objective, it must account for institutional differences, and it must be capable of identifying the needs of institutions in comparable terms.

The legislature provided funds to the Regents in its 1992-93 operating budget to review the current formula. In the face of serious cutbacks in agency budgets during the 1992-93 fiscal year, the Joint Legislative Committee on the Budget instructed the Regents to postpone the review.

The Board of Regents recommends that the legislature provide funding in the Regents' 1994-95 budget to review the GFR formula. A team of experts will be assembled to review the current formula and to make recommendations for changes, if appropriate. At a minimum, the consultants shall examine methods to make the GFR formula less dependent on student enrollment and more responsive to institutional mission; moreover, they shall include in the formula incentives for institutions that meet goals set by the Board of Regents.

REVIEW OF THE OPERATION OF THE BOARD OF REGENTS

Planning, budget review, program review, and policy analysis are the most common responsibilities of higher education coordinating and governing boards. The Board of Regents, in

addition to its administrative and oversight duties, serves as a liaison between the three management boards and other agencies of state government. The changing needs and emphases of higher education require that the Regents' operation be reviewed and revised if appropriate.

Although there is no legal mandate that the Board of Regents review its operation, public opinion, fiscal constraints, and sound management principles require that it, as well as other state agencies, review administrative functions.

The Board of Regents recommends that its operations be examined by a panel of out-of-state experts who will, after examination, develop proposals where appropriate for redefining the Board's operations.

ELIMINATION OF ACADEMIC PROGRAMS WHILE BROADENING ACCESS

Louisiana higher education can be greatly strengthened by more prudent use of existing resources currently devoted to programs that may be judged as not critical, especially in this era of fiscal uncertainty.

Currently, there are approximately 1,600 programs offered at Louisiana public colleges and universities ranging from certificate programs to degrees at the doctoral and professional levels. The Board of Regents will closely examine these programs to determine if they are in line with the respective role, scope, and mission of each institution, and if they are productive according to Regents' standards. (See Chapters IV and VI.) Programs that are determined to be clearly part of an institution's role, scope, and mission should be supported. Programs that are judged to be peripheral to or that are clearly outside the role of the institution, or programs that produce few graduates according to standards adopted by the Regents, must face the Regents' scrutiny and will be retained only under extraordinary circumstances.

It is no longer solely a question of whether a program is viable, or even of acceptable quality. Following a decade of budget reductions and continued higher education cutbacks, the Board of Regents must scale down higher education offerings. In order to increase the efficiency and effectiveness of higher education and to advance the goals of social and economic equity, the Board of Regents proposes the following four-step process to review academic programs that are available at more than one institution of higher education.

Step One

In order for an institution of higher education to offer a well-rounded education to the students it serves, certain academic disciplines/programs must be offered. Course offerings in the traditional disciplines of the arts, the humanities, and the sciences are essential to baccalaureate level study. Offerings in these disciplines are necessary on every campus, regardless of whether or not another institution of higher education is located nearby.

The initial step in the review process will be for the Board of Regents to define which disciplines and programs are critical. These programs will not be subject to this review of academic programs but will remain subject to the Regents' ongoing reviews of academic programs.

Step Two

Baccalaureate programs that are not considered critical, as well as graduate and professional degree programs offered at two or more public institutions, will not be automatically subject to this review. In these cases, two other criteria must be carefully considered before classifying these programs: (1) role, scope, and mission of the institution and (2) access to academic programs.

1. **Role, Scope, and Mission of the Institution**

If the academic program is necessary for the attainment of the role, scope, and mission of the institution, then the program is critical. These programs will not be subject to this review of academic programs but will remain subject to the Regents' ongoing reviews of academic programs.

2. **Access to Academic Programs**

If student demand for an academic program is so high that no one institution could administer the program individually, then these programs are critical. If the admissions standards for a program offered at different institutions are significantly different and each program serves a different student base, then these programs, too, would be classified as critical. It is believed that these standards, critical to academic programs, will not adversely impact the state's overall commitment to increase the participation of Louisianians in higher education. These programs will not be subject to this review of academic programs but will remain subject to the ongoing reviews of academic programs.

Step Three

In these times, it is necessary to review programs that may not be available at a nearby campus. In these instances, the criteria discussed in Step Two for classifying critical academic programs must be augmented by a third consideration: geographic access. If the program is educating students in an area of high student interest and high demand from business and industry, then geographic access to the program must be sufficient and these programs are deemed critical. These programs will not be subject to this review of academic programs but will remain subject to the Regents' ongoing reviews of academic programs.

Step Four

Following the completion of Steps One, Two, and Three, the Board of Regents will classify each academic program at all levels at each public institution of higher education. Those programs that are not deemed critical will be closely examined for closure. The Board of Regents is committed to implementing this process without disproportionate effect on any one institution. The process of examining these programs could take from 12 to 18 months, depending upon the number of programs involved and receipt of the necessary funding to complete all the reviews.

The completion of this academic program review process, coupled with the low-completers review discussed in Chapter VI, can result in a more streamlined system of higher education with a better student-to-program match. With the other initiatives included in this plan, Louisiana's higher education system will be better designed and operated and more effective. Resources will be redirected to those programs that are necessary to the role, scope, and mission of each institution.

LEVERAGING SCARCE RESOURCES THROUGH COOPERATION

Because of fiscal austerity, Louisiana's higher education institutions must shift away from undertakings that are individual in scope and, instead, engage in cooperative initiatives. Only through cooperative efforts can the objectives of Louisiana's higher education system be met, given current fiscal shortfalls.

The Institutional Resources Task Force, formed as part of the Regents' planning process, expressed considerable concern about the state budgeting process. In order to improve financial planning, the Task Force called for more funding stability, full formula funding, deferred maintenance funding, a carry-over provision for unspent funds, inclusion of flexible dollars for institutions experiencing rapid or unexpected growth, reexamination of state purchasing requirements and

insurance liability requirements for state contractors, and a reduction in the number of different budget formats that institutions must prepare for various approving authorities. The Board of Regents acknowledges that these factors improve institutional planning and the Regents offers its support in pleading this case to the legislature.

The theme of cooperation is an underlying principle guiding the content and recommendations set forth in this plan. Since it is unlikely that any available new funds will be sufficient to support all the fiscal needs of higher education, institutions must continually review management priorities, make program cuts, and reassign their resources. For these efforts to be truly successful, institutions and agencies in Louisiana's higher education system must be willing to accept change, to acknowledge the strengths and weaknesses of their programs, and to forge new cooperative alliances.

Chapter V of this Plan addresses access issues and places a high priority on developing higher education's telecommunications infrastructure as a way to share instructional and administrative resources among the many components that make up the state's higher education system. Chapter VII discusses the importance of collaboration where opportunities exist to leverage state dollars with federal funds or private support, thereby strengthening both instruction and research. This chapter outlines a strategy for reviewing academic programs in order to redirect available funds to high demand programs and programs of major importance to Louisiana's economy. Clearly, each of these efforts should be coordinated to the fullest extent possible among state higher education boards and institutions having common needs and interests.

Colleges and universities must unite behind the common goals and objectives outlined in this plan in order to meet Louisiana's higher education needs. Effectiveness and accountability strategies that identify successful institutional management and spending practices should be adopted as a basis for measuring success and allocating future resources.

APPENDIX A

EXTERNAL FUNDS GENERATED AS A RESULT OF LEQSF INVESTMENTS IN HIGHER EDUCATION

EXTERNAL FUNDS GENERATED AS A RESULT OF LEQSF INVESTMENT IN HIGHER EDUCATION

LEQSF Program Component or Federal Award	LEQSF Money Expended or Match Committed	Federal and Other External Funds Leveraged[1] By Colleges	By Regents	Comments or Return on LEQSF Investment
LEQSF PROGRAMS: R&D & Enhancement[2] (First five years of operation only)	$ 68,253,119	$ 97,691,138	Not Applicable	1 : 1.43[3]
Endowed Chairs[4]	$ 22,000,000	$ 33,000,000	Not Applicable	(55 chairs) 1 : 1.5[4]
Endowed Professorships[5]	$ 6,360,000	$ 9,540,000	Not Applicable	(159 profs.) 1 : 1.5
FEDERAL GRANTS: NATIONAL SCIENCE FOUNDATION: LaSIP Grant (9/91-8/96)	$ 10,000,000[6]	Not Yet Available[7]	$ 10,000,000[6]	1 : 1.0[6]
NATIONAL SCIENCE FOUNDATION: LaCEPT Grant (6/93-5/98)	$ 2,500,000	Not Yet Available[7]	$ 4,000,000	1 : 1.6[6]
NATIONAL SCIENCE FOUNDATION: EPSCoR Grants: 1. LaSER Implementation (1/89-1/92	$ 3,400,000[8]	$ 13,274,733	$ 1,950,000	1 : 4.5[8]
2. LaSER ADP (3/92-3/95)	$ 4,800,000	Not Yet Available[7]	$ 3,300,000	1 : .7[8]
SUBTOTAL NSF EPSCoR	$ 8,200,000	$18,524,733		1 : 2.3
NATIONAL AERO AND SPACE ADMIN.: LaSPACE Grant (7/91-6/96)	$ 500,000	Not Yet Available[7]	$ 600,000	1 : 1.2[6]

LEQSF Program Component or Federal Award	LEQSF Money Expended or Match Committed	Federal and Other External Funds Leveraged[1] By Colleges	By Regents	Comments or Return on LEQSF Investment
U.S. DEPT. OF ENERGY: EPSCoR Grants: 1.Planning (9/91-4/93)	$0[10]	Not Applicable	$ 99,940	Not Applicable
2.Implementation (10/93-9/95)	$ 1,039,590	Not Yet Available[7]	$ 1,039,590	1 : 1.0[8]
SUBTOTAL DOE EPSCoR	$ 1,039,590	$1,139,530		1 : 1.1[9]
U.S. ENV.PROT. AGENCY: EPSCoR Planning Grant (9/91-1/93)	$ 0[10]	Not Applicable	$ 45,515	Not Applicable
U.S. DEPT. OF DEFENSE: EPSCoR Planning Grant (9/93-8/94)	$ 25,000	Not Applicable	$ 50,000	1 : 2.0
SUBTOTALS		**$153,505,871**	**$21,035,045**	
GRAND TOTALS	$118,852,709	$174,540,916		1 : 1.47

FOOTNOTES FOR CHART

[1]External is defined as non-state money. Approximately 97 percent of the external funds leveraged in the LEQSF R&D and Enhancement Programs was from federal sources.

[2]Information on external funds generated in the R&D, LaSER, and Enhancement Programs reflects results from projects funded during the first five years of the LEQSF Program's operation only (i.e., FYs 1986-87 through 1990-91). No outcome data are available yet for the sixth (FY 1991-92) and seventh (FY 1992-93) years of operation, since the first annual "Progress and Financial Status" reports for FY 1991-92 projects were not due until the summer of 1993 and FY 1992-93 awards were not made until May of 1993, with first reports due in the summer of 1994.

[3]It is anticipated that the amount of external money leveraged in the LEQSF R&D, LaSER, and Enhancement Programs will increase significantly over the years because faculty who receive these grants will continue to generate additional external funds with no new infusion of LEQSF money. The ratios of return on the LEQSF investments will also rise concomitantly. For example, the return on the $3.4 million LEQSF investment in the original 13 LaSER projects--the first projects funded with LEQSF money and, thus, the projects for which the longest period of time has elapsed since their inception--is currently $13.3 million, a return of approximately $4 for every LEQSF dollar expended.

[4]Information on external funds generated in the Endowed Chairs Program reflects chairs endowed from the inception of the LEQSF Program in FY 1986-87 through FY 1992-93. It should be noted that the money indicated in the "External Funds Leveraged" column reflects only the total amount of private matching funds committed to create the fifty-five $1 million endowments. It does not reflect the (probable) tens of millions of dollars that accrue to the state as a result of the center of excellence that is created when an eminent scholar is brought into the state.

[5]The Endowed Professorships Program was created and funded initially in FY 1990-91; thus, only three funding cycles have been completed under this program.

[6]Since the "External Funds Leveraged" column reflects the total NSF award, the figure in the "LEQSF Money Expended or Match Committed" column includes BESE's $5 million matching commitment, as well as the Regents' $5 million matching commitment.

[7]Because of the short period of time that has elapsed since the inception of these federal grants, outcome data are not yet available. The effective periods of the awards are indicated in parentheses.

[8]These ratios were calculated by comparing the total amount of LEQSF money committed to the total amount of federal funds awarded "up front." They do not include any external funds generated by the universities to whom the funds were awarded competitively, since insufficient time has elapsed to generate these types of outcome data. The actual realized amount of external funds generated should be much larger. For example, the total amount of "spin-off" awards for the 13 original LaSER projects is $13.3 million. Additionally, the LaSIP award has spun off two multi-million dollar proposals and a grant from a Northeast Louisiana business. It is anticipated that similar spin-offs will accrue from the second NSF/LaSER award, the LaSPACE award, and the DOE award.

[9]No new LEQSF money was promised as a matching commitment for the first NSF/LaSER award beyond that which had already been committed by the Regents (i.e., $3.4 million for the 13 original LaSER projects) two years prior to receipt of the NSF LaSER implementation award; thus, the rate of return on these projects is 1:4.48.

[10]No LEQSF matching funds were committed in the proposals submitted in the competitions for the DOE and EPA EPSCoR planning grants. Significant amounts of matching money <u>were</u> committed, however, by the universities that employ the project directors who wrote the proposals for the planning grants and from whom the scientific leadership for each project emanates. Additionally, the considerable credibility and expertise of the LaSER Subcommittee of the LEQSF Planning Committee, as well as its track record in implementing and overseeing the activities of the first NSF/LaSER award, played an important role in securing these planning grants, since it is the LaSER Subcommittee that is responsible for statewide coordination of all EPSCoR opportunities which emanate from the various federal funding agencies. It should be further noted that--to be successful in the upcoming national competitions at DOE and EPA--the multi-million dollar, statewide implementation proposals that are currently being developed under these planning grants will also require significant state matching commitments, whether from LEQSF or other state sources.

APPENDIX B

MAJOR RESEARCH CENTERS AND INSTITUTES

Pennington Biomedical Research Center

The Pennington Biomedical Research Center (PBRC) is housed in a $26 million facility dedicated to nutritional research and preventive medicine. The Center, which opened in 1988, is funded by a $125 million private donation from C.B. "Doc" Pennington to Louisiana State University and A&M College. The Center's research activities are focused in five scientific areas: (1) Obesity and Diabetes, (2) Cardiovascular Health, (3) Nutritional Neurobiology, (4) Molecular Nutrition, and (5) Food Science. To date, the Center has received several major grants including $3.4 million from the United States Department of Agriculture and $3.5 million from the United States Army to study military nutrition.

Center for Advanced Microstructures and Devices

The Center for Advanced Microstructures and Devices (CAMD) at Louisiana State University and A&M College represents a major research and development initiative for Louisiana. The Center, built in FY 1991-92 at a cost of approximately $25 million in federal funds, is designed to operate as a comprehensive, multidisciplinary facility spanning Louisiana State University's Colleges of Basic Sciences and Engineering. The focus of CAMD is on processing and analysis technologies in fabricating and developing electronic devices. The Center also emphasizes materials science. Several unique aspects of CAMD are its electron storage ring for optimizing materials science research, its state-of-the-art instrumentation for materials fabrication, processing, and analysis, and its emphasis on national and regional research collaboration. Faculty from several Louisiana universities are engaged in collaborative efforts with Louisiana State University and A&M College faculty at CAMD.

Louisiana Transportation Research Center

The Louisiana Transportation Research Center (LTRC) was established in 1986 at Louisiana State University and A&M College with funding from both the Federal Highway Administration Fund and the state. About 85 percent of the Center's funding comes from federal sources. The Center's purpose is to provide the state with a more cost effective transportation system, thereby contributing to the state's economy and the quality of life. The Center is primarily involved in pavement testing, design, and materials research to provide more economical and long wearing roads and highways.

Center for Coastal, Energy, and Environmental Resources

The Center for Coastal, Energy, and Environmental Resources was established in 1970 at Louisiana State University and A&M College in part as the Center for Wetland Resources to provide institutional coordination for research, instruction, and advisory services in the study and management of wetland areas and marine and maritime resources. The primary purpose of the Center is to provide knowledge and trained manpower to effectively manage Louisiana's marine and wetland areas to assure their long-term viability and maximum economic benefit to the state. The Center is composed of the Basin Research Institute, the Coastal Ecology Institute, the Coastal Fisheries Institute, the Center for Energy Studies, the Institute for Environmental Studies, the Louisiana Geological Survey, the Nuclear Science Center, and the Wetland Biogeochemistry Institute.

New Iberia Research Center

In 1984, the University of Southwestern Louisiana assumed operational authority for the New Iberia Research Center in formal agreement with the state, the U.S. Department of Health and Human Services, and the Gulf South Research Institute. The Center is designed as a non-profit applied research facility funded through industrial accounts and federal grants and contracts. This design enabled the Center to develop a self-supporting capability which in turn enhances the research interface between the University and industry. The goals of the Center are (1) to provide an environment for life science research, (2) to develop an applied research service through industrial expansion, (3) to develop a research interface between the university environment and the bio-research needs of industry, and (4) to develop appropriate graduate training and technology to benefit the state.

Institute for Micromanufacturing

Louisiana Tech University's Institute for Micromanufacturing (IM) has taken a leading role in the quest to produce new technology and new products that will make ordinary tasks safer and easier and will also improve medical techniques, surgical devices and vehicle and aircraft safety. The IM focuses on research directly related to fabrication processes that include metrology, inspection and testing, assembly, and packaging necessary for the manufacture of mini/micro products with micrometer feature sizes. The transfer of technology to industry, government, and academia is given high priority, as is the education of students, particularly graduate students. The Institute's goal is to become a world-class resource for the development of fabrication processes for the industrial utilization of microstructures and systems. In 1991, the Institute received a $750,000 planning grant from the Department of Energy (DOE). For the 1992-93 fiscal year, the Institute received $10 million from DOE and $2 million from the state. As part of its efforts, the Institute works with existing manufacturers in North Louisiana to obtain and use new technologies to modernize manufacturing processes and improve productivity. The Institute also works to develop new product markets and attract new industries to the state.

Louisiana State University Agricultural Center

The Louisiana State University Agricultural Center--one of the eight campuses of the Louisiana State University System--is the only segment of higher education in the state dedicated to the continued progress of the critical industries based on Louisiana's renewable agricultural and natural resources. It also extends to such issues as building human capital through positive programs for youth and adults and the development of the state's economy through revitalization of rural areas. (See page 31.) The primary mission of the Louisiana State University Agricultural Center is to conduct research in agricultural and natural resource development and to provide off-campus extension education that disseminates and encourages application of technological, economic, and management information to all Louisiana residents.

The Louisiana State University Agricultural Center's work with the multi-billion dollar industries of agriculture, forestry, fisheries and other renewable natural resources--as well as its work in rural leadership, youth development and family life--is channeled to the people of the state through the Louisiana Agricultural Experiment Station and the Louisiana Cooperative Extension Service. In addition, the exchange of information spans the globe through the Louisiana State University Agricultural Center's International Programs. Through the work of Experiment Station scientists, Extension agents, and other faculty members, the Louisiana State University Agricultural Center is able to provide agricultural producers, agribusiness managers, local governmental officials, homeowners, youth, and others with the latest and most useful information on topics ranging from row-crop agriculture to the recycling of household waste. The mission of the Louisiana Agricultural Experiment Station is to enhance the quality of life for people through basic and applied research that identifies and develops the best use of natural resources, conserves and protects the environment, permits further development of existing and new agricultural and related enterprises, develops human and community resources in rural and urban areas, and fulfills the acts of authorization and mandates of state and federal legislative bodies.

The Louisiana Cooperative Extension Service has statewide responsibility for the dissemination of the agricultural and natural resource technology generated by the Experiment Station, for educational programs for homemakers and for the youth of the state, and for programs in human nutrition and in community resource development. Administrative offices and the state specialists are located at Baton Rouge with county agents, home economists, district agents, and area specialists located in each city of the 64 parishes.

In 1992, the farm gate value of Louisiana's agricultural, forestry and fisheries production was over $3.3 billion. Off-farm processing added an additional $4.1 billion for a total economic impact on the state of Louisiana of over $7.4 billion. Studies cited by the Louisiana Agricultural Experiment Station show that each dollar invested in agricultural research results in $30 to $50 in benefits to consumers. The Louisiana State University Agricultural Center will continue to have a major impact on the further economic development of our renewable agricultural and natural resources.

Louisiana State University Medical Center Neuroscience Center of Excellence

In 1988, the Louisiana State University Medical Center established the Neuroscience Center of Excellence in New Orleans to foster interdisciplinary educational, research, and clinical activities in the neurosciences, a field of medical science focused on the central and peripheral nervous systems. This synergistic effort is already leading to a greater understanding and enhanced treatment of the following neurological and psychiatric diseases: Alzheimer's Disease and age-related dementias; stroke and cerebrovascular disease; mental depression and schizophrenia; neurodegenerative diseases, such as Parkinson's Disease and ALS; alcohol and drug addiction; brain damage in the newborn; mental retardation; and hearing, speech, and other cognitive disorders.

In addition to programmatic development in neurological and psychiatric diseases, the Center contributes significantly to medical education in Louisiana. In its first year, the Center attracted over 500 inquiries about its new interdisciplinary Ph.D. in Neuroscience. The Center organizes and sponsors neuroscience seminars and lectures throughout the year for students and faculty. The Center also supports young investigators in their efforts to secure coveted federal research grants. All of these efforts raise the educational level and add to the prestige of Louisiana's flagship university.

The Center's economic impact on Louisiana is multi-faceted:

- Procurement of federal and private research funds. Since its inception, the Center's faculty have successfully competed within the National Institutes of Health for nearly $6 million in research funding.

- Attraction of highly educated and trained professionals to the state, some directly and others peripherally involved with the Center. This will increase the number of professionals living in Louisiana with above average salaries which will, in turn, increase the tax base and recirculate expendable income into the state's economy.

- Increased potential for R&D investment by the pharmaceutical and biotechnology industries in the area as well as other medical service industry investment.

Beyond its immediate economic impact, the Neuroscience Center will improve the quality of life for the state through the discovery and application of new approaches to neurological and psychiatric treatment and rehabilitation. The field of medical sciences, and particularly the neurosciences, is one of the fastest growing industries nationwide. Given that fact, the Neuroscience Center of Excellence and the Louisiana State University Medical Center as a whole are very important to the state's economic structure and offer the greatest hope for diversification of the economy. In 1991, a study estimated that the total economic impact of the Neuroscience Center on the Louisiana economy could reach as high as $98.7 million. For a project which costs the state $2 million per year, that is a total return on investment of $47 for every $1 that the state invests.

In September 1993, the Neuroscience Center of Excellence received a $13.86 million grant from the United States Army Medical Research and Development Command. The grant is for research on responses of the brain, nerves, and retina to injury, with a focus on prevention, protection, and repair. The proposal submitted met with careful peer review and was favorably assessed. This makes a strong statement about the force and potential of the neurosciences at Louisiana State University Medical Center. This $13.86 million grant alone will make at least a $34.8 million economic impact on the Louisiana economy, not including related research and clinical activities that will surely be spawned by it. The state's investment in the Neuroscience Center of Excellence is reaping remarkable returns well ahead of schedule.

Louisiana Universities Marine Consortium (LUMCON)

LUMCON was formed by Act 557 of the 1979 Louisiana Legislature in order to fill a widely-recognized and long-standing need for marine science research and education. Prior to the establishment of LUMCON and the construction of its facility in Cocodrie, Louisiana was the only coastal state without a university-affiliated marine laboratory with sufficient resources for ongoing research programs.

LUMCON's primary function is promoting and conducting research and education in the marine sciences and marine technology, as they relate to coastal resources and to the impact of energy-related industries upon these resources. LUMCON's FY 1992-93 operating budget was $5,639,518. Of this, $4,119,259 was provided by outside sources, including federal, interagency transfer, and self-generated funds.

APPENDIX C

ESTIMATED GENERAL FUND REQUIREMENT FORMULA

Revised: 1993

SECTION ONE - AUTHORITY

The Estimated General Fund Requirement (GFR) for the formula institutions is submitted in accordance with Article VIII, Section 5(D)(4) of the Louisiana Constitution of 1974 which mandates the Board of Regents "...to formulate and make timely revision of a master plan for higher education. At a minimum, the plan shall include a formula for the equitable distribution of funds to the institutions of higher education." Additionally, there have been repeated requests in the past from the Executive and Legislative branches of state government and the institutions themselves for the development of an equitable method for determining funding levels for each institution.

SECTION TWO - INTRODUCTION

The complex character of educational institutions, combined with changing enrollments and increasing operational costs in the 1990s, demands a uniform method to distribute tax generated funds to state institutions of higher learning. Through the GFR the Board of Regents recommends an amount of money which is appropriate for an institution to operate efficiently and to fulfill its role, scope, and mission.

Thus, the GFR serves three functions:

1) It is the basis by which the Board of Regents requests appropriations for the "formula" institutions.

2) It is an equitable estimator of funding needs for institutions of different sizes.

3) It serves the function as an equalizer of fund allocation in the event the legislature appropriates less than what is required for minimum funding levels. In this event, it is recommended that funds be distributed on a common basis, ensuring that one institution will not receive 95 percent of its minimum needs while another receives only 56 percent. Thus, the GFR ensures the proportional distribution of appropriated funds.

The inherent advantage in using the GFR to determine state appropriations is that it is completely objective. The collection of measurable data from the institutions permits the use of mathematical calculations to determine the general fund level required for each formula institution. This procedure removes the need for subjective evaluation and identifies the needs of all institutions in comparable terms.

The purpose of the GFR does not encompass the internal allocation of funds for any functional category, specific discipline, or program. The internal allocation necessary for the development of an effective program of higher education on each campus remains the prerogative of each campus administration, with appropriate oversight by its management board and the Board of Regents.

The current funding mechanism was developed to meet the increasing enrollments and operational costs incurred by higher education institutions in the late 1970s and the early 1980s. Since that time these trends have somewhat stabilized. Despite the concerns that Student Credit Hours (SCH) constitute the

major component of the GFR calculations, an enrollment based formula remains a valid concept for estimating funding needs. Using this concept the annual revision process becomes one of merely updating the current factors of the funding mechanism and performing the GFR calculation to estimate the minimum funding needs for the various institutions. The proof of the formula's validity is evidenced by comparing funding levels based on appropriated funds not utilizing the formula to those levels that would have been appropriated had the formula been utilized. This comparison reflects that appropriations based on methods other than a formula calculation result in inequitable distribution of state funds among the institutions.

It should be noted that the GFR generates a level of funding that will support an institution at 75 percent of its Educational and General Expenditure needs. The remaining 25 percent of an institution's funding level should be supported through other sources of revenue such as tuition, grants, and contracts. As such, the GFR generates an amount of funding that should be considered the institution's **minimum funding needs** required of the State General Fund, and **not** the level of funding that will allow the institution to operate at an optimum (100 percent) level. This level of minimum funding is designed to closely approximate the average level of state funds appropriated to all institutions in the SREB which constitute the institution's respective SREB states' category.

SECTION THREE - MAJOR COMPONENTS

A. Student Credit Hours (SCH)

Student Credit Hours that remain scheduled as of the 14th Class Day (hereinafter the 14th Class Day is to be construed as the 9th Class Day for LA Tech University, which is on the quarter hour system) are used in the initial calculations for the function of Instruction. These SCHs are separated into higher or lower cost areas and institutional level, using Classification of Instructional Program (C.I.P.) codes and student classification, respectively.

SCHs are separated into high cost areas based on the taxonomy codes found on the following page. All remaining C.I.P. taxonomy codes are valued at the lower cost rate.

HIGH COST DISCIPLINE AREAS

HIGH COST	DESCRIPTION	CODE
Agriculture	Agribusiness & Agri Production	01.xx.xx
	Agricultural Science	02.xx.xx
	Renewable Natural Resources	03.xx.xx
Engineering		14.xx.xx
Fine Arts &	Architecture/Environ Design	04.xx.xx
Architecture	Visual & Performing Arts	50.xx.xx
Law		22.01.01
Nursing		51.16.01
		51.16.02
		51.16.04
		51.16.06
		51.16.10-51.16.12
		51.16.99
Science	Life Sciences	26.xx.xx
	Computer & Info Services	11.xx.xx
	Physical Sciences	40.xx.xx
Allied Health		51.02.xx-51.03.xx
		51.05.xx-51.06.xx
		51.07.03
		51.07.05
		51.07.07
		51.07.99
		51.08.xx-51.10.xx
		51.15.xx
		51.16.13-51.16.15
		51.18.xx
		51.23.xx
		51.26.xx-51.27.xx
		51.99.99
Health Sciences		51.01.xx
& Pharmacy		51.04.xx
		51.07.01
		51.07.02
		51.07.06
		51.11.xx-51.13.xx
		51.17.xx
		51.19.xx-51.22.xx
Veterinary Medicine		51.24.01, 51.25.xx
Technologies	Business & Data Process & Related	52.12.xx & 52.04.
	Communication Technologies	10.xx.xx
	Engineering Technologies	15.xx.xx
	Food Production, Mgt., & Service	20.04.xx & 12.05.xx
	Science Technologies	41.xx.xx & 40.07.02
	Trade & Industrial	46.xx.xx
	Mechanics & Repairs	47.xx.xx
	Precision Production	48.xx.xx

These high or low cost SCHs are further divided according to student level. This classification is determined on the basis of a student's credit hours earned and/or admission status in a particular program or school. Regardless of the system of classification used, an institution shall not classify a student at a level higher than the highest degree conferred by that institution. For example, a two year institution shall not claim Upper Level Undergraduate students (except for the provision for the Nursing Associate Degree Program at Two Year Institutions); a master's granting institution shall not claim doctoral level students.

Furthermore, the classification of student level must reflect the circumstance of the student's enrollment at the reporting institution; i.e., students enrolled at more than one institution may be classified differently by the reporting institutions depending upon admission status. For example, a student may be formally enrolled in a graduate program at one institution, and as such is classified as a graduate level student, while simultaneously being enrolled at another institution as a freshman in an undergraduate program.

The student classification structure is as follows:

Student Level	Earned Credits
Lower Level Undergraduate (LLU)	0-59 semester hours.
Upper Level Undergraduate (ULU)	60 semester hours - graduation.
Master's	Officially accepted to graduate study in a recognized graduate program; Master's and Master's plus 30.
Specialist/Professional	Those students formally enrolled in an Education Specialist Program. The higher value assigned to the level of instruction reflects the Board of Regents' dedication to the improvement of teachers.
Doctorate	Officially accepted to doctoral study in a recognized doctoral program.

A post-baccalaureate student enrolled in a state institution of higher learning, but not officially admitted to graduate school, is to be counted as "upper level undergraduate".

The disciplines currently recognized as "Professional" are Law (only those courses taught in a professional school of law), Veterinary Medicine, Dentistry, and Medicine. Of these courses, only Law is currently included in the GFR calculation.

SCHs in Nursing pursued in an associate degree nursing program are to be classified as upper level hours.

Student classification must be updated each semester.

At the time that the legislative budget requests are prepared, the actual SCH counts for the summer, fall, and the estimated spring semester counts are

submitted by the institutions to the Board of Regents. The approaching spring session production estimate is based on the actual count of the previous spring. Actual spring data become available prior to the regular legislative session and are used in recalculating the GFR needs for the upcoming fiscal year. By the time of the legislative session, all SCH counts incorporated in the formula mechanism are based on actual figures of the prior academic year. Institutions are to submit adjusted BRC 1-As (see Attachment 1) by March 6th of each year in order to ensure that the actual SCH counts are available during the legislative session.

All SCHs reported for GFR estimating purposes are net figures reflecting all transactions (drops, adds, resignations) occurring prior to the 14th Class Day.

The resulting net SCHs are multiplied by the appropriate value on the Basic Factor Chart, and the sum of these products establishes that portion of the GFR calculation resulting from the institution's SCH production.

Further Explanation for Reporting SCH Production

1) SCH production generated by courses conducted out of the country shall not be claimed for reporting purposes without the prior approval of the Commissioner of Higher Education. In seeking approval, institutions must successfully demonstrate that the course in question is directly related to the institution's role, scope, and mission as set forth in the Board of Regents' master plan, that the course benefits Louisiana students, and that the course is educationally sound. In addition, the course location, estimated SCH production by level, and data concerning associated self-generated income must be submitted to the Regents. All requests for approval must be received by the Regents by January 1st of each year. **For the fiscal year 1993-94, all requests must be submitted to the Regents for approval. Thereafter, only those courses not previously approved need be submitted.**

2) Credit by examination, transfer credit, or correspondence study credit taken at another institution may be used only in the classification of the student and not in an institution's SCH production report. An institution may accept a provisional student's classification on the basis of the best knowledge available during the first semester of enrollment at the institution. In such an event, reclassification (if necessary) shall be made and reported immediately upon receipt of the student's official academic records.

3) An institution shall not count SCHs produced by "audit" classes in its SCH production report.

4) "Deferred Credit" is credit earned by a student now but officially granted to the student at a later date. An institution may count these hours in its SCH production report at that point in time when the student officially applies for and sufficiently satisfies the institution's general requirements for obtaining college course credit. Only those students who have demonstrated acceptable academic achievement will be allowed to be classified as "deferred credit". **Acceptable** shall be defined as those students who:

a) have taken the A.C.T. and/or are honor roll students; and
b) are enrolled in their respective high schools in a college preparatory curriculum.

5) For classes beginning after the 14th Class Day each institution shall report those SCHs produced by such "interim" classes in the SCH production report of the regular session in which the class was completed. SCHs of such "interim" classes shall be those reported as of the class' 1st Class Day.

SCHs produced by classes held between regular sessions and conducted entirely within the interim period are to be reported in the SCH production report of the next following regular session.

In no case will SCHs generated within a session, but after the defined 14th Class Day be allowed to be included in a supplemental count to the normal SCH production report.

6) SCHs generated by off-campus courses offered in contravention of the Board of Regents' Policy 4.2 shall not be included within the institution's SCH production report.

* 7) Once a student has been provided three attempts in any one Developmental Education course, the Board of Regents will not fund any SCHs generated during further attempts by that student in the course. "Attempt" shall be defined as being enrolled in the course as of the 14th Class Day.

All institutions are required to develop a tracking mechanism to comply with this policy and have such mechanism available for auditing purposes.

8) Standardized Reporting Forms. The SCH audit procedure as it presently exists takes 14th Class Day data (department, course, section, credit hours, number of students enrolled, student identification, and SCHs produced) and verifies the SCH production for the institution in question. The audit procedure also ensures that Drop/Add slips have been properly reflected in the SCH production report. Any exceptions to the formal production report must be substantiated with support documentation: that is, properly prepared drop, add, or resignation forms. This method provides a uniform reporting system by which all institutions of higher education in the state report on a common basis, primarily through the utilization of four standardized reporting forms. These forms, which are to reflect the activity up to and including the 14th Class Day, and which are to be kept on file at each institution for auditing purposes, are:

a) Class Roster;
b) Final Grade Report;
c) Detail Formula Level Report; and,
d) Summary Formula Area Report.

These reports should be prepared with the following points in mind:

i) The Detail Formula Level Report and the Summary Formula Area Report are to be submitted to the Regents at the end of each regular semester. These reports should also be kept on file at the institution for a period of at least two academic years for auditing purposes.
ii) The reports should be prepared as of the close of the 14th Class Day during the regular semester and the 7th Class Day during the summer session.
iii) A common sequence arrangement of the various reports is to be used by all institutions; this method will simplify the audit procedure and provide for a uniform communication basis. The Class Roster, Detail Formula Level Report, and Final Grade Report are all to be

arranged in the **same sequence, alpha by course name or title within the college.**

iv) The Class Roster should reflect the total number of students and the total number of SCHs generated for each class.

v) The Summary Formula Area Report should be arranged in alphanumeric order by course number within each formula area breakdown.

vi) All exceptions between the 14th Class Day and the Final Grade Report must be supported by properly prepared and authorized drop, add, or resignation forms. These forms are to be maintained for all courses by semester and filed in alphabetical order by student last name.

9) In the event an institution is found to be in violation of any of the abovementioned policies relative to reporting SCH production, the institution's SCH production report of the last verified SCH audit will be used in the GFR calculation in lieu of the submitted SCH production report for the academic year in question.

Further explanation of how the SCH production of the institution is utilized in the calculation of the institution's minimum GFR can be found in Section Eight of this document: "How the GFR Calculation Works."

B. **Operation and Maintenance**

This component of the GFR funding mechanism generates an estimate of the funds required for building operation and maintenance (OP & M) by utilizing the academic and support (A & S) space of the institution. An institution is to receive an amount per gross square foot (GSF) of A & S space for each full-time equivalent student (FTE) based on the national norm of $2.57/GSF at 160 GSF/FTE.

For GFR calculation purposes, the actual FTE count of the Fall Semester shall be used in determining the level of funding needed for the OP & M component of the formula. This FTE count shall be audited (through the SCH audit) on an annual basis to ensure the integrity of the formula. Any institution where the SCH audit procedure has determined significant irregularities in the SCH production report to substantiate questioning of the SCH/FTE utilized in the formula shall have its GSF/FTE recalculated as explained in Section 3, A-9 of this document, and the corresponding change in the OP & M value substituted in the GFR calculation.

Further explanation of how the OP & M data of the institution are utilized in the calculation of the institution's minimum general funds requirement can be found in Section Eight of this document: "How the GFR Calculation Works."

C. **Utilities**

Projected utilities costs are updated prior to each regular legislative session. Amounts will be based on data provided on the Energy Cost, Consumption, and Production Report (BRC-1B; Attachment 2/3). Institutions shall project energy costs (per KWH and per MCF) based on the latest available data furnished by the utilities provider. The name of the utility company(s) providing utility rate information should be reported on the BRC-1B's Continuation Sheet.

The consumption usage (KWH/GSF & MCF/GSF) shall be based on the average of the actual usage for the last three years.

If a situation exists where an increased consumption rate can be clearly justified, an appropriate adjustment to the utilities calculation will be made.

Further explanation of how the OP & M data of the institution are utilized in the calculation of the institution's minimum general funds requirement can be found in Section Eight of this document: "How the GFR Calculation Works."

D. **G.A.G.E.**

The value associated with the GFR calculation component utilized to generate a funding level necessary for each institution for the functional area of the General Administration and General Expenses (G.A.G.E.), i.e., Student Services, Institutional Support, and Scholarships will be calculated using a value of $19.36 per SCH. This value is constant within each institutional SREB category and generates an amount comparable to the average rate of G.A.G.E. funding in other SREB states' funding mechanisms.

SECTION FOUR - MAJOR FORMULA CATEGORIES

The major institutional operations categories provided by the GFR mechanism are defined (in general) by the National Association of College Business Officers (NACUBO) as:

A. **Instruction**

B. **Research**

C. **Public Service**

D. **Academic Support**

1) **Libraries**

These four areas above are collectively referred to as Resident Instruction and Related Activities (R.I.R.A.).

E. **Student Services**

F. **Institutional Support**

G. **Scholarships/Fellowships**

The above three areas are collectively referred to as G.A.G.E.

H. **Operation and Maintenance**

SECTION FIVE - FORMULA ADJUSTMENTS

1) Southern University and A & M will be funded an amount of funds which will provide parity between this institution's School of Law and the Louisiana State University Paul M. Hebert Law Center. The calculation of this parity amount will be determined by allowing Southern University the value of the dollar per SCH utilized in funding the LSU Law Center.

Any funds generated for this parity adjustment must be expended solely by the Southern University Law School.

2) Justification of "non-formula" requests for extraordinary expenditures to be made for a limited, predetermined period shall be supported by a separate, concise report explaining the purpose, the necessity, the expected results, the minimum amount needed, the method of determining this amount, and alternative solutions to funding. If the possibility exists that such special funding would be required for more than one year, the expected duration and cost shall be provided along with a complete explanation. Requests for "non-formula" continuous functions, merely to avoid a reduction in budgets, shall not be granted.

** 3) Any funds obtained outside of the GFR calculation (i.e., "Non-Formula funds) that are associated with SCH producing activities shall be classified as "Formula Funds" and shall be used in determining each institution's GFR implementation level.

** 4) All funds appropriated for Research activities, with the exception of statutorily mandated research, shall be classified as "Formula Funds". The GFR provides funds for research activities. See Section 6-B below for further explanation of "research activities".

5) It is recommended that each public college or university operating a laboratory school receive the proper allocation of funds based on the Minimum Foundation Program (MFP formula) of the Board of Elementary and Secondary Education as "non-formula" appropriations.

SECTION SIX - OTHER GFR FORMULA METHODOLOGY

A. Three Semester Hour College Course

"Relevant college course" (excluding laboratory courses) is generally defined by institutions of higher education as:

1) Courses in which the course content assumes a college preparatory background at the secondary school level on the part of all participants. The content must be of real worth, advanced in character, and intellectually challenging.

2) The course must be conducted in an academically competitive mode; discriminating grades shall be based on the relative excellence of the students' performance on examinations, oral presentations, written papers, or other such evidence of mastery of the subject matter.

3) Classes should meet for not less than 36 clock hours of instruction. This number of clock hours should be considered an absolute minimum. All class periods must be of reasonable length (1-4 hrs.). Chronologically, the course should be of such duration and with enough time between classes that students have adequate time to reflect, consider, evaluate, and absorb the ideas, concepts, and the values that constitute the course. Traditionally, in American higher education, the time/credit hours ratio has been no less than one week per semester credit hour earned.

4) The content should be sufficiently demanding that the average student enrolled must spend, during the progress of the course, approximately two clock

hours in study, drill, writing, and review or other forms of preparation for every 50 to 60 minutes of class time.

5) Upper Division (Junior/Senior level) courses for majors in a discipline should be based on strong courses in that discipline (and in supporting academic areas) at the Lower Division (Freshman/Sophomore level). Graduate courses for majors in a discipline should be based on strong courses in that discipline (and in supporting academic areas) at the upper as well as the lower division.

6) Some, but not all, upper division courses in one discipline may be appropriate graduate courses for students majoring in other subject areas. Such courses should be appropriately numbered and identified in the catalog of the institution.

7) Courses do not become "college level" or "graduate level" solely because those who plan to take the course or for whom the course is planned want or "need" college or graduate level credit.

B. **Research**

** "Statutory" vs. "General"

1) "Statutory" research shall be defined as that research which is a direct result of statute or executive order. Appropriated funds associated with this type of research activity will be considered "non-formula".

2) "General" research shall be defined as <u>all other</u> research activities at an institution. Appropriated funds associated with this type of research activity and not supported by law or executive order will be used in the calculation of an institution's GFR implementation rate (i.e, appropriated funds for this type of activity will be considered "formula" funds).

SECTION SEVEN - <u>AUDIT PROCEDURES</u>

The use of the GFR estimating mechanism results in part from SCHs becoming dollars through a conversion using the Basic Factor Chart. Audit procedures will continue to be used in order to insure correct and consistent interpretation and application of the procedure for recording and receiving credit for SCH production. Every formula institution shall be visited and shall provide any required assistance needed to validate submitted data. The auditors shall use a predetermined audit outline including statistically proven record search patterns for those record areas requiring comparisons.

Records to be examined shall include, but not be limited to, class rosters, final grade reports, drop/add records, student transcripts, student schedules, and withdrawals and resignation records.

All discrepancies shall be noted and reconciled, and the necessary corrective action shall be taken by the institution. Should a particular situation warrant, the audit will be expanded so that the extent of the problem can be determined and the SCH production report amended to indicate the correct production figures. Official notification of the adjustment shall be given to all concerned parties.

The audit procedure will also include a review of off-campus SCH production to verify compliance with the Board of Regents' Policy 4.2: "Guidelines for the

Conduct of Off-Campus Activities." Noncompliance shall be noted in the audit report and the necessary action to correct any noncompliance shall be taken.

After an institution has been audited, the audit team will prepare the audit report and forward it to the institution for review and comment on any audit finding(s). The report will then be finalized, incorporating the institution's response to the audit finding(s), and presented to the Commissioner of Higher Education for his or her approval or disapproval.

If institutional records do not permit the completion of the SCH audit, the last audited and thus verified SCH production shall be used in determining the GFR needs of the institution. In such an event, should overall enrollment have decreased, the last audited SCH production report shall be reduced proportionally to the decrease in enrollment.

SECTION EIGHT - HOW THE GFR CALCULATION WORKS

STEP 1 Collection of SCH, OP & M, and Utilities Data

In the fall of each year institutions submit to the Board of Regents the SCH production, OP & M, and Utilities data. These data are submitted on the forms BRC 1-A and BRC 1-B (See Attachment 2/3). At the fall submission, estimated SCH figures for the upcoming spring semester are reported by the institution. The following March, the institutions report the actual figures.

STEP 2 Discrepancy Check

Submitted data are checked for any apparent discrepancy in prior years reporting. Data are then used to generate the GFR calculation spreadsheets, with each institution's data being maintained in separate database files.

STEP 3 $/SCH Calculation

Within the GFR calculation spreadsheets the reported SCH figures are multiplied by the appropriate value in the Basic Factor Chart (See Attachment 4) in order to produce a total $/SCH value for that institution.

The Basic Factor Chart is constructed in the following manner:

i) Average Faulty Salaries (this figure is obtained on an annual basis from the SREB Data Exchange Book) are adjusted for the fiscal year in question and are used as the primary driving factor of the Basic Factor Chart. The "adjustment" factor for the salary averages reported is based on the previous year's growth of salary averages in the SREB. These salary averages are then divided by a weight representing the average workload of a student in the SREB and by the average Student Faculty Ratio applicable to the SCH level and student classification. These last two averages/weights are obtained from funding formulas throughout the SREB. Currently, these weights are based on averages as used in the funding formulas found in the states of Arkansas, Georgia, Kentucky, Mississippi, South Carolina, and Tennessee.

ii) This calculation is then utilized to generate the $/SCH value applicable to the NACUBO function of Instruction as defined in Section Four of this document, and is specific for each SREB institutional category (See Attachment 3).

For example, to determine the $/SCH cost of one SCH for a Four Year 1, Low Cost, Doctoral classified SCH, the value is calculated in the following manner:

Average Faculty Salary/
Average Student Workload/
Average Student-Faculty Ratio

or

$62,447 / 18.00 / 06.10 = $568.73/SCH

iii) This $568.73 (the $/SCH cost for a low cost course for a doctoral level course student for the function of Instruction at a Four Year 1 institution) figure is then multiplied by an average weight factor designed to account for the Research activities associated with the student credit hour. Once again, this weight factor is derived from average values in the abovementioned states' funding formulas.

As such, the $/SCH for the corresponding Research value of the doctoral level, low cost SCH is calculated as follows:

Instructional $/SCH x Research Weight

or

$568.73 x 0.26 = $147.87/SCH

iv) The summation of these two previous calculations (Instruction plus Research $/SCH; or, $568.73 + $147.87 = $716.60) is then multiplied by an average weight (again calculated from the abovementioned states' funding formulas) that is designed to generate the amount of funding necessary for the Academic Support function associated with the SCH in question. In this case, the calculation is as follows:

(Instructional + Research $/SCH) x Academic Support Weight

or

$716.60 x 0.27 = $193.48/SCH

v) It is the total of these three calculations, plus the factor of $19.36 (the value estimated to allow for funding costs associated with the functions of G.A.G.E., as defined in Section Four) that represents the $/SCH value reflected in the Basic Factor Chart for the SCH in question.

Therefore, the value of a SCH produced at the doctoral level, at a Four Year 1 institution, in a program classified as Low Cost, is as follows:

Instructional $/SCH + Research $/SCH + Academic Support $/SCH + G.A.G.E. Factor

or

$716.60 + 193.48 + 19.36

or

$929.44/SCH

Complete calculations, step by step, for each SREB institutional category and for each SCH level and classification can be followed in the Basic Factor Chart (See Attachment 4).

STEP 4 **$/OP & M Calculation**

In addition to the funds generated by SCH production, an institution will receive funds based on the utilization of Academic and Support space, as explained in Section Three, Subsection B.

If an institution's building utilization rate is equal to or better than the norm, a bonus will be received based on the following formula:

$$\$/OP \& M = \{(\$2.57) + [(160 - x)(0.0129)]\} \times (A \& S\ GSF)$$

For example:

If X = 130 A & S GSF and A & S GSF = 650,000, then,

$$\$/OP \& M = \{(\$2.57) + [(160 - 130)(0.0129)]\} \times (650,000)$$
$$= \{(\$2.57 + 0.387)\} \times (650,000)$$
$$= (\$\mathbf{2.957} \times 650,000)$$
$$= \mathbf{\$1,922,050}$$

If an institution's utilization rate is below the norm, a penalty will be assessed based on the following formula:

$$\$/OP \& M = \{(\$2.57) - [(x - 160)(0.004)]\} \times (A \& S\ GSF)$$

For example:

If X = 180 A & S GSF and A & S GSF = 650,000, then,

$$\$/OP \& M = \{(\$2.57) + [(180 - 160)(0.004)]\} \times (900,000)$$
$$= \{(\$2.57 - 0.08)\} \times (650,000)$$
$$= (\mathbf{\$2.49} \times 650,000)$$
$$= \mathbf{\$1,618,500}$$

** STEP 5 **$/Utilities Calculation**

Projected utilities costs are updated prior to each legislative session. Amounts are based on data provided on the Energy Cost, Consumption, and Production Report (Form BRC 1-B, Attachment 2/3). Institutions shall project

energy costs (per KWH and per MCF) based on the latest available data furnished by the utilities provider. The name of the utility company(s) providing utility rate information should be reported on this form's Continuation Sheet.

The consumption usage (KWH/GSF & MCF/GSF) shall be based on the average of the actual usage for the last three years.

It should be noted that the calculation of utilities when the formula is implemented at a level less than 100 percent shall reflect that funded level of implementation as does the SCH and OP&M values.

If a situation exists where an increased consumption rate can be clearly justified, an appropriate adjustment to the utilities calculation will be made.

STEP 6 **Total $/SCH Generated**

The summation of the $/SCH multiplied by the appropriate number of SCHs at each student level, the $/OP & M generated, and the $/Utilities generated is the total dollars generated by the GFR formula for an institution. It is the sum of these three components that generates the institution's minimum funding needs for the fiscal year in question.

* At its January 1993 meeting, the Regents discussed the possibility of decreasing the number of attempts to two. This matter was left open for further discussion.

** Suggested changes to be made pending Regents' adoption.

SREB-State Data Exchange

June 1993

REVISED DEFINITIONS OF INSTITUTIONAL CATEGORIES

The purpose of this set of institutional categories is to group institutions on factors believed to be the most relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas), are the factors upon which institutions are classified. Institutions are assigned to categories using the previous academic year's data on program completions. Following initial classification using the revised criteria in 1992-93, an institution will change categories if, and only if, it meets the criteria for another category for two consecutive years.

Category	Code	Definition
Four-Year 1	1	Institutions awarding at least 100 doctoral degrees which are distributed among at least 10 CIP categories (2-digit classification) with no more than 50 percent of the doctorates in any one category.
Four-Year 2	2	Institutions awarding at least 30 doctoral degrees, which are distributed among at least 5 CIP categories (2-digit classification).
Four-Year 3	3	Institutions awarding at least 100 master's, education specialist, post-master's or doctoral degree with master's, education specialist, and post- masters degrees distributed among at least 10 CIP categories (2-digit classification).
Four-Year 4	4	Institutions awarding at least 30 master's, education specialist, post-master's or doctoral degree with master's, education specialist, and post- masters degrees distributed among at least 5 CIP categories (2-digit classification).
Four-Year 5	5	Institutions awarding at least 30 master's, education specialist, post-master's or doctoral degrees.
Four-Year 6	6	Institutions awarding fewer than 30 master's, education specialist, post-master's or doctoral degrees.
Two-Year 1	7	Institutions awarding associate degrees and offering college transfer courses; some certificates and diplomas may also be awarded.
Two-Year 2	8	Institutions awarding vocational-technical certificates and diplomas; some vocational-technical associate degrees may also be awarded.
Specialized	9	Special purpose institutions with specialized degree programs. These may include medical or health science centers and, in some instances, stand-alone law schools, fine arts schools, or engineering schools, etc.

NOTE: Institutions were assigned to categories based on 1991-92 academic year data on degrees and other awards conferred.

GFR\BRC1 BRC-1A/1B DATA FOR FORMULA ESTIMATION 19-Oct-93

Institution: SREB CAT:
Last Update: FALL/SPRG
Fiscal Year: FTE: 0

SCH GENERATED	SUMMER Low Cost	SUMMER High Cost	FALL Low Cost	FALL High Cost	WINTER Low Cost	WINTER High Cost	SPRING Low Cost	SPRING High Cost	TOTAL Low Cost	TOTAL High Cost
L.L.U.									0	0
DEV. EDUC.									0	0
U.L.U.									0	0
L.L.U.-NURS									0	0
U.L.U.-NURS									0	0
MASTERS-NURS									0	0
L.L.U.-PHAR									0	0
U.L.U.-PHAR									0	0
MASTERS-PHAR									0	0
DOCT-PHAR									0	0
MASTERS									0	0
SPEC./PROF.									0	0
DOCTORATE									0	0
LAW									0	0
TOTALS	0	0	0	0	0	0	0	0	0	0

ENERGY CONSUMPTION	85-86 ACTUAL	86-87 ACTUAL	87-88 ACTUAL	88-89 ACTUAL	89-90 ACTUAL	90-91 BUDGET	91-92 REQUEST	FTE/ASF: NORM: RATE: REWARD: PENALTY:	ERR 160 $2.57 0.0129 0.0040
ELECTRICITY									
A. Total Cost									
B. Cost/GSF									
C. Total Units									
D. KWH/GSF									
E. Cost/KWH									
NATURAL GAS									
A. Total Cost									
B. Cost/GSF									
C. Total Units									
D. MCF/GSF									
E. Cost/MCF									
TOTAL CONSUMPTION									
A. Total Cost									
B. Cost/GSF									
INST. SPACE									
A. Total GSF									
A. Total A&S GSF									

GFR\GFR1 $/SCH GFR MATRIX 10-Jan-94

Last Update: OCTOBER 19, 1993
FY Data: ESTIMATED FY 94-95, WITH (2) 1.12% INFLATION FACTOR

SALARY AVERAGES - LOW COST AREAS:

Student Level	4 Year 1 SREB Avg Salary	4 Year 2 SREB Avg Salary	4 Year 3 SREB Avg Salary	4 Year 4 SREB Avg Salary	4 Year 5 SREB Avg Salary	4 Year 6 SREB Avg Salary	Two Yr 1 SREB Avg Salary	Law "SREB" Avg Salary *
L.L.U.	33,499	32,139	31,186	31,436	30,060	29,093	30,754	0
U.L.U.	41,702	42,021	38,439	38,339	36,724	34,969	34,246	0
MASTERS	44,739	45,426	41,578	41,351	39,931	38,098	36,950	0
SPEC./PROF.	53,593	52,684	46,060	45,435	43,481	41,368	39,793	77,199
DOCTORATE	62,447	59,942	50,541	49,519	47,030	44,637	42,636	0
L.L.U. (D.E.)	28,333	25,662	27,071	27,544	26,604	26,346	29,966	0

STUDENT/FACULTY RATIO AVERAGES - LOW COST AREAS:

Student Level	4 Year 1 SREB Avg Ratio	4 Year 2 SREB Avg Ratio	4 Year 3 SREB Avg Ratio	4 Year 4 SREB Avg Ratio	4 Year 5 SREB Avg Ratio	4 Year 6 SREB Avg Ratio	Two Yr 1 SREB Avg Ratio	Law "SREB" Avg Ratio
L.L.U.	22.60	22.60	22.60	22.60	22.60	22.60	22.60	0.00
U.L.U.	17.10	17.10	17.10	17.10	17.10	17.10	17.10	0.00
MASTERS	11.90	11.90	11.90	12.00	12.00	12.00	0.00	0.00
SPEC./PROF.	11.00	11.00	11.00	11.00	11.00	11.00	0.00	0.00
DOCTORATE	6.10	6.10	6.10	0.00	0.00	0.00	0.00	0.00
L.L.U. (D.E.)	21.00	21.00	21.00	21.00	21.00	21.00	21.00	0.00

FULL-TIME EQUIVALENT AVERAGES - LOW COST AREAS:

Student Level	4 Year 1 SREB Avg F.T.E.	4 Year 2 SREB Avg F.T.E.	4 Year 3 SREB Avg F.T.E.	4 Year 4 SREB Avg F.T.E.	4 Year 5 SREB Avg F.T.E.	4 Year 6 SREB Avg F.T.E.	Two Yr 1 SREB Avg F.T.E.	Law "SREB" Avg F.T.E.
L.L.U.	30.00	30.00	30.00	30.00	30.00	30.00	30.00	0.00
U.L.U.	30.00	30.00	30.00	30.00	30.00	30.00	30.00	0.00
MASTERS	24.00	24.00	24.00	24.00	24.00	24.00	0.00	0.00
SPEC./PROF.	24.00	24.00	24.00	24.00	24.00	24.00	0.00	0.00
DOCTORATE	18.00	18.00	18.00	0.00	0.00	0.00	0.00	0.00
L.L.U. (D.E.)	24.00	24.00	24.00	24.00	24.00	24.00	24.00	0.00

INSTRUCTIONAL $/SCH - LOW COST AREAS:

Student Level	4 Year 1 Instr. $/SCH	4 Year 2 Instr. $/SCH	4 Year 3 Instr. $/SCH	4 Year 4 Instr. $/SCH	4 Year 5 Instr. $/SCH	4 Year 6 Instr. $/SCH	Two Yr 1 Instr. $/SCH	Law Instr. $/SCH
L.L.U.	49.41	47.40	46.00	46.37	44.34	42.91	45.36	0.00
U.L.U.	81.29	81.91	74.93	74.73	71.59	68.17	66.76	0.00
MASTERS	156.65	159.05	145.58	143.58	138.65	132.28	0.00	0.00
SPEC./PROF.	203.00	199.56	174.47	172.10	164.70	156.70	0.00	0.00
DOCTORATE	568.73	545.92	460.30	0.00	0.00	0.00	0.00	0.00
L.L.U. (D.E.)	56.22	50.92	53.71	54.65	52.79	52.27	59.46	0.00

Last Update: OCTOBER 19, 1993
FY Data: ESTIMATED FY 94-95, WITH (2) 1.12% INFLATION FACTOR

RESEARCH WEIGHT APPLIED TO INSTRUCTIONAL $/SCH - LOW COST AREAS:

Student Level	4 Year 1 SREB Avg Weight	4 Year 2 SREB Avg Weight	4 Year 3 SREB Avg Weight	4 Year 4 SREB Avg Weight	4 Year 5 SREB Avg Weight	4 Year 6 SREB Avg Weight	Two Yr 1 SREB Avg Weight	Law "SREB" Avg Weight
L.L.U.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
U.L.U.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MASTERS	0.17	0.17	0.17	0.17	0.17	0.17	0.00	0.00
SPEC./PROF.	0.20	0.20	0.20	0.20	0.20	0.20	0.00	0.00
DOCTORATE	0.26	0.26	0.26	0.00	0.00	0.00	0.00	0.00
L.L.U. (D.E.)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

RESEARCH $/SCH - LOW COST AREAS:

Student Level	4 Year 1 Research $/SCH	4 Year 2 Research $/SCH	4 Year 3 Research $/SCH	4 Year 4 Research $/SCH	4 Year 5 Research $/SCH	4 Year 6 Research $/SCH	Two Yr 1 Research $/SCH	Law Research $/SCH
L.L.U.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
U.L.U.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MASTERS	26.63	27.04	24.75	24.41	23.57	22.49	0.00	0.00
SPEC./PROF.	40.60	39.91	34.89	34.42	32.94	31.34	0.00	0.00
DOCTORATE	147.87	141.94	119.68	0.00	0.00	0.00	0.00	0.00
L.L.U. (D.E.)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

ACAD. SUPPORT WEIGHT APPLIED TO INSTRUCTIONAL $/SCH - LOW COST AREAS:

Student Level	4 Year 1 SREB Avg Weight	4 Year 2 SREB Avg Weight	4 Year 3 SREB Avg Weight	4 Year 4 SREB Avg Weight	4 Year 5 SREB Avg Weight	4 Year 6 SREB Avg Weight	Two Yr 1 SREB Avg Weight	Law "SREB" Avg Weight
L.L.U.	0.27	0.27	0.27	0.25	0.25	0.25	0.25	0.00
U.L.U.	0.27	0.27	0.27	0.25	0.25	0.25	0.25	0.00
MASTERS	0.27	0.27	0.27	0.25	0.25	0.25	0.00	0.00
SPEC./PROF.	0.27	0.27	0.27	0.25	0.25	0.25	0.00	0.00
DOCTORATE	0.27	0.27	0.27	0.00	0.00	0.00	0.00	0.00
L.L.U. (D.E.)	0.27	0.27	0.27	0.25	0.25	0.25	0.25	0.00

ACADEMIC SUPPORT $/SCH - LOW COST AREAS:

Student Level	4 Year 1 Acad Supp $/SCH	4 Year 2 Acad Supp $/SCH	4 Year 3 Acad Supp $/SCH	4 Year 4 Acad Supp $/SCH	4 Year 5 Acad Supp $/SCH	4 Year 6 Acad Supp $/SCH	Two Yr 1 Acad Supp $/SCH	Law Acad Supp $/SCH
L.L.U.	13.34	12.80	12.42	11.59	11.09	10.73	11.34	0.00
U.L.U.	21.95	22.12	20.23	18.68	17.90	17.04	16.69	0.00
MASTERS	49.49	50.24	45.99	42.00	40.56	38.69	0.00	0.00
SPEC./PROF.	65.77	64.66	56.53	51.63	49.41	47.01	0.00	0.00
DOCTORATE	193.48	185.72	156.59	0.00	0.00	0.00	0.00	0.00
L.L.U. (D.E.)	15.18	13.75	14.50	13.66	13.20	13.07	14.87	0.00

Last Update: OCTOBER 19, 1993
FY Data: ESTIMATED FY 94-95, WITH (2) 1.12% INFLATION FACTOR

$/SCH (W/ G.A.G.E. FACTOR $19.36) - LOW COST AREAS : ----------

Student Level	4 Year 1 SREB Avg $/SCH	4 Year 2 SREB Avg $/SCH	4 Year 3 SREB Avg $/SCH	4 Year 4 SREB Avg $/SCH	4 Year 5 SREB Avg $/SCH	4 Year 6 SREB Avg $/SCH	Two Yr 1 SREB Avg $/SCH	Law "SREB" Avg $/SCH
L.L.U.	82.11	79.56	77.78	77.32	74.79	73.00	76.06	0.00
U.L.U.	122.60	123.39	114.52	112.77	108.85	104.57	102.81	0.00
MASTERS	252.13	255.69	235.68	229.35	222.14	212.82	0.00	0.00
SPEC./PROF.	328.73	323.49	285.25	277.51	266.41	254.41	0.00	0.00
DOCTORATE	929.44	892.94	755.93	0.00	0.00	0.00	0.00	0.00
L.L.U. (D.E.)	90.76	84.03	87.57	87.67	85.35	84.70	93.69	0.00

Last Update: OCTOBER 19, 1993
FY Data: ESTIMATED FY 94-95, WITH (2) 1.12% INFLATION FACTOR

SALARY AVERAGES - HIGH COST AREAS:

Student Level	4 Year 1 SREB Avg Salary	4 Year 2 SREB Avg Salary	4 Year 3 SREB Avg Salary	4 Year 4 SREB Avg Salary	4 Year 5 SREB Avg Salary	4 Year 6 SREB Avg Salary	Two Yr 1 SREB Avg Salary	Law "SREB" Avg Salary *
L.L.U.	33,499	32,139	31,186	31,436	30,060	29,093	30,754	0
U.L.U.	41,702	42,021	38,439	38,339	36,724	34,969	34,246	0
MASTERS	44,739	45,426	41,578	41,351	39,931	38,098	36,950	0
SPEC./PROF.	53,593	52,684	46,060	45,435	43,481	41,368	39,793	77,199
DOCTORATE	62,447	59,942	50,541	49,519	47,030	44,637	42,636	0
LAW	0	0	0	0	0	0	0	77,199
L.L.U.-NURS	33,499	32,139	31,186	31,436	30,060	29,093	30,754	0
U.L.U.-NURS	41,702	42,021	38,439	38,339	36,724	34,969	34,246	0
MASTERS-NURS	44,739	45,426	41,578	41,351	39,931	38,098	36,950	0
L.L.U.-PHAR	33,499	32,139	31,186	31,436	30,060	29,093	30,754	0
U.L.U.-PHAR	41,702	42,021	38,439	38,339	36,724	34,969	34,246	0
MASTERS-PHAR	44,739	45,426	41,578	41,351	39,931	38,098	36,950	0
DOCTORATE-PHAR	62,447	59,942	50,541	49,519	47,030	44,637	42,636	0

STUDENT/FACULTY RATIO AVERAGES - HIGH COST AREAS:

Student Level	4 Year 1 SREB Avg Ratio	4 Year 2 SREB Avg Ratio	4 Year 3 SREB Avg Ratio	4 Year 4 SREB Avg Ratio	4 Year 5 SREB Avg Ratio	4 Year 6 SREB Avg Ratio	Two Yr 1 SREB Avg Ratio	Law "SREB" Avg Ratio
L.L.U.	19.10	19.10	19.10	18.70	18.70	18.70	19.10	0.00
U.L.U.	14.90	14.90	14.90	14.50	14.50	14.50	14.90	0.00
MASTERS	10.30	10.30	10.30	10.20	10.20	10.20	0.00	0.00
SPEC./PROF.	1.00	1.00	1.00	0.00	0.00	0.00	0.00	0.00
DOCTORATE	5.50	5.50	5.50	0.00	0.00	0.00	0.00	0.00
LAW	21.00	21.00	21.00	21.00	21.00	21.00	0.00	21.00
L.L.U.-NURS	12.80	12.80	12.80	12.80	12.80	12.80	12.80	0.00
U.L.U.-NURS	11.00	11.00	11.00	11.00	11.00	11.00	11.00	0.00
MASTERS-NURS	8.70	8.70	8.70	8.70	8.70	8.70	0.00	0.00
L.L.U.-PHAR	14.00	14.00	14.00	14.00	14.00	14.00	0.00	0.00
U.L.U.-PHAR	12.20	12.20	12.20	12.00	12.00	12.00	0.00	0.00
MASTERS-PHAR	8.70	8.70	8.70	8.70	8.70	8.70	0.00	0.00
DOCTORATE-PHAR	5.50	5.50	5.50	0.00	0.00	0.00	0.00	0.00

Last Update: OCTOBER 19, 1993
FY Data: ESTIMATED FY 94-95, WITH (2) 1.12% INFLATION FACTOR

FULL-TIME EQUIVALENT AVERAGES - HIGH COST AREAS:

Student Level	4 Year 1 SREB Avg F.T.E.	4 Year 2 SREB Avg F.T.E.	4 Year 3 SREB Avg F.T.E.	4 Year 4 SREB Avg F.T.E.	4 Year 5 SREB Avg F.T.E.	4 Year 6 SREB Avg F.T.E.	Two Yr 1 SREB Avg F.T.E.	Law "SREB" Avg F.T.E.
L.L.U.	24.00	24.00	24.00	24.00	24.00	24.00	24.00	0.00
U.L.U.	24.00	24.00	24.00	24.00	24.00	24.00	24.00	0.00
MASTERS	18.00	18.00	18.00	18.00	18.00	18.00	0.00	0.00
SPEC./PROF.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DOCTORATE	18.00	18.00	18.00	18.00	18.00	18.00	0.00	0.00
LAW	24.00	24.00	24.00	24.00	24.00	24.00	0.00	24.00
L.L.U.-NURS	24.00	24.00	24.00	24.00	24.00	24.00	24.00	0.00
U.L.U.-NURS	24.00	24.00	24.00	24.00	24.00	24.00	24.00	0.00
MASTERS-NURS	18.00	18.00	18.00	18.00	18.00	18.00	0.00	0.00
L.L.U.-PHAR	24.00	24.00	24.00	24.00	24.00	24.00	0.00	0.00
U.L.U.-PHAR	24.00	24.00	24.00	24.00	24.00	24.00	0.00	0.00
MASTERS-PHAR	18.00	18.00	18.00	18.00	18.00	18.00	0.00	0.00
DOCTORATE-PHAR	18.00	18.00	18.00	0.00	0.00	0.00	0.00	0.00

INSTRUCTIONAL $/SCH - HIGH COST AREAS:

Student Level	4 Year 1 Instr. $/SCH	4 Year 2 Instr. $/SCH	4 Year 3 Instr. $/SCH	4 Year 4 Instr. $/SCH	4 Year 5 Instr. $/SCH	4 Year 6 Instr. $/SCH	Two Yr 1 Instr. $/SCH	Law Instr. $/SCH
L.L.U.	73.08	70.11	68.03	70.04	66.98	64.82	67.09	0.00
U.L.U.	116.62	117.51	107.49	110.17	105.53	100.49	95.77	0.00
MASTERS	241.31	245.02	224.26	225.22	217.49	207.51	0.00	0.00
SPEC./PROF.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DOCTORATE	630.78	605.47	510.52	0.00	0.00	0.00	0.00	0.00
LAW	0.00	0.00	0.00	0.00	0.00	0.00	0.00	153.17
L.L.U.-NURS	109.05	104.62	101.52	102.33	97.85	94.70	100.11	0.00
U.L.U.-NURS	157.96	159.17	145.60	145.22	139.11	132.46	129.72	0.00
MASTERS-NURS	285.69	290.08	265.50	264.05	254.99	243.28	0.00	0.00
L.L.U.-PHAR	99.70	95.65	92.82	93.56	89.46	86.59	0.00	0.00
U.L.U.-PHAR	142.42	143.51	131.28	133.12	127.51	121.42	0.00	0.00
MASTERS-PHAR	285.69	290.08	265.50	264.05	254.99	243.28	0.00	0.00
DOCTORATE-PHAR	630.78	605.47	510.52	0.00	0.00	0.00	0.00	0.00

Last Update: OCTOBER 19, 1993
FY Data: ESTIMATED FY 94-95, WITH (2) 1.12% INFLATION FACTOR

RESEARCH WEIGHT APPLIED TO INSTRUCTIONAL $/SCH - HIGH COST AREAS:

Student Level	4 Year 1 SREB Avg Weight	4 Year 2 SREB Avg Weight	4 Year 3 SREB Avg Weight	4 Year 4 SREB Avg Weight	4 Year 5 SREB Avg Weight	4 Year 6 SREB Avg Weight	Two Yr 1 SREB Avg Weight	Law "SREB" Avg Weight
L.L.U.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
U.L.U.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MASTERS	0.17	0.17	0.17	0.17	0.17	0.17	0.00	0.00
SPEC./PROF.	0.20	0.20	0.20	0.20	0.20	0.20	0.00	0.00
DOCTORATE	0.26	0.26	0.26	0.26	0.26	0.26	0.00	0.00
LAW	0.26	0.26	0.26	0.26	0.26	0.26	0.00	0.26
L.L.U.-NURS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
U.L.U.-NURS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MASTERS-NURS	0.17	0.17	0.17	0.17	0.17	0.17	0.00	0.00
L.L.U.-PHAR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
U.L.U.-PHAR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MASTERS-PHAR	0.17	0.17	0.17	0.17	0.17	0.17	0.00	0.00
DOCTORATE-PHAR	0.26	0.26	0.26	0.26	0.26	0.26	0.00	0.00

RESEARCH $/SCH - HIGH COST AREAS:

Student Level	4 Year 1 Research $/SCH	4 Year 2 Research $/SCH	4 Year 3 Research $/SCH	4 Year 4 Research $/SCH	4 Year 5 Research $/SCH	4 Year 6 Research $/SCH	Two Yr 1 Research $/SCH	Law Research $/SCH
L.L.U.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
U.L.U.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MASTERS	41.02	41.65	38.12	38.29	36.97	35.28	0.00	0.00
SPEC./PROF.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DOCTORATE	164.00	157.42	132.74	0.00	0.00	0.00	0.00	0.00
LAW	0.00	0.00	0.00	0.00	0.00	0.00	0.00	39.82
L.L.U.-NURS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
U.L.U.-NURS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MASTERS-NURS	48.57	49.31	45.14	44.89	43.35	41.36	0.00	0.00
L.L.U.-PHAR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
U.L.U.-PHAR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MASTERS-PHAR	48.57	49.31	45.14	44.89	43.35	41.36	0.00	0.00
DOCTORATE-PHAR	164.00	157.42	132.74	0.00	0.00	0.00	0.00	0.00

Last Update: OCTOBER 19, 1993
FY Data: ESTIMATED FY 94-95, WITH (2) 1.12% INFLATION FACTOR

ACAD. SUPPORT WEIGHT APPLIED TO INSTRUCTIONAL $/SCH - HIGH COST AREAS:

Student Level	4 Year 1 SREB Avg Weight	4 Year 2 SREB Avg Weight	4 Year 3 SREB Avg Weight	4 Year 4 SREB Avg Weight	4 Year 5 SREB Avg Weight	4 Year 6 SREB Avg Weight	Two Yr 1 SREB Avg Weight	Law "SREB" Avg Weight
L.L.U.	0.27	0.27	0.27	0.25	0.25	0.25	0.25	0.00
U.L.U.	0.27	0.27	0.27	0.25	0.25	0.25	0.25	0.00
MASTERS	0.27	0.27	0.27	0.25	0.25	0.25	0.25	0.00
SPEC./PROF.	0.27	0.27	0.27	0.25	0.25	0.25	0.25	0.00
DOCTORATE	0.27	0.27	0.27	0.25	0.25	0.25	0.25	0.00
LAW	0.27	0.27	0.27	0.27	0.27	0.27	0.00	0.27
L.L.U.-NURS	0.27	0.27	0.27	0.25	0.25	0.25	0.25	0.00
U.L.U.-NURS	0.27	0.27	0.27	0.25	0.25	0.25	0.25	0.00
MASTERS-NURS	0.27	0.27	0.27	0.25	0.25	0.25	0.25	0.00
L.L.U.-PHAR	0.27	0.27	0.27	0.25	0.25	0.25	0.25	0.00
U.L.U.-PHAR	0.27	0.27	0.27	0.25	0.25	0.25	0.25	0.00
MASTERS-PHAR	0.27	0.27	0.27	0.25	0.25	0.25	0.25	0.00
DOCTORATE-PHAR	0.27	0.27	0.27	0.25	0.25	0.25	0.25	0.00

ACAD. SUPPORT $/SCH - HIGH COST AREAS:

Student Level	4 Year 1 Acad Supp $/SCH	4 Year 2 Acad Supp $/SCH	4 Year 3 Acad Supp $/SCH	4 Year 4 Acad Supp $/SCH	4 Year 5 Acad Supp $/SCH	4 Year 6 Acad Supp $/SCH	Two Yr 1 Acad Supp $/SCH	Law Acad Supp $/SCH
L.L.U.	19.73	18.93	18.37	17.51	16.75	16.21	16.77	0.00
U.L.U.	31.49	31.73	29.02	27.54	26.38	25.12	23.94	0.00
MASTERS	76.23	77.40	70.84	65.88	63.62	60.70	0.00	0.00
SPEC./PROF.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DOCTORATE	214.59	205.98	173.68	0.00	0.00	0.00	0.00	0.00
LAW	0.00	0.00	0.00	0.00	0.00	0.00	0.00	52.11
L.L.U.-NURS	29.44	28.25	27.41	25.58	24.46	23.68	25.03	0.00
U.L.U.-NURS	42.65	42.98	39.31	36.31	34.78	33.12	32.43	0.00
MASTERS-NURS	90.25	91.64	83.87	77.24	74.59	71.16	0.00	0.00
L.L.U.-PHAR	26.92	25.83	25.06	23.39	22.37	21.65	0.00	0.00
U.L.U.-PHAR	38.45	38.75	35.45	33.28	31.88	30.36	0.00	0.00
MASTERS-PHAR	90.25	91.64	83.87	77.24	74.59	71.16	0.00	0.00
DOCTORATE-PHAR	214.59	205.98	173.68	0.00	0.00	0.00	0.00	0.00

GFR\GFR1 $/SCH GFR MATRIX 10-Jan-94

Last Update: OCTOBER 19, 1993
FY Data: ESTIMATED FY 94-95, WITH (2) 1.12% INFLATION FACTOR

$/SCH (W/ G.A.G.E. FACTOR $19.36) - HIGH COST AREAS : ----------

Student Level	4 Year 1 SREB Avg $/SCH	4 Year 2 SREB Avg $/SCH	4 Year 3 SREB Avg $/SCH	4 Year 4 SREB Avg $/SCH	4 Year 5 SREB Avg $/SCH	4 Year 6 SREB Avg $/SCH	Two Yr 1 SREB Avg $/SCH	Law "SREB" Avg $/SCH
L.L.U.	112.17	108.40	105.76	106.91	103.09	100.39	103.22	0.00
U.L.U.	167.47	168.60	155.87	157.07	151.27	144.97	139.07	0.00
MASTERS	377.92	383.43	352.58	348.75	337.44	322.85	0.00	0.00
SPEC./PROF.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DOCTORATE	1,028.73	988.23	836.30	0.00	0.00	0.00	0.00	0.00
LAW	0.00	0.00	0.00	0.00	0.00	0.00	0.00	264.46
L.L.U.-NURS	157.85	152.23	148.29	147.27	141.67	137.74	144.50	0.00
U.L.U.-NURS	219.97	221.51	204.27	200.89	193.25	184.94	181.51	0.00
MASTERS-NURS	443.87	450.39	413.87	405.54	392.29	375.16	0.00	0.00
L.L.U.-PHAR	145.98	140.84	137.24	136.31	131.19	127.60	0.00	0.00
U.L.U.-PHAR	200.23	201.62	186.09	185.76	178.75	171.14	0.00	0.00
MASTERS-PHAR	443.87	450.39	413.87	405.54	392.29	375.16	0.00	0.00
DOCTORATE-PHAR	1,028.73	988.23	836.30	0.00	0.00	0.00	0.00	0.00

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